DOCUMENT RESUME

ED 165 339 EA 011 262

TITLE	Some Examples of Noteworthy Practices in California Intermediate and Secondary Schools.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	78
NOTE	205p.
AVAILABLE FROM	Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($3.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Educational Programs; Instructional Programs; *Program Descriptions; Secondary Education
IDENTIFIERS	*California

ABSTRACT

This document contains accounts of nearly 200 programs currently in operation in California intermediate and secondary schools. The programs described were selected from among a large number of programs nominated by personnel from schools, district offices, and offices of county superintendents of schools. Teams of state department of education and school district personnel visited each of the nominated programs to confirm the accuracy of the descriptions. The publication is designed for use by educators, parents, and school board members in developing new ideas for programs in their own districts. Each program account contains a program title, school location, brief description, a list of major and of supporting areas of concern, the target audience, a list of materials used, services available for persons wanting more information, information on the financial requirements for beginning the program, the manner in which the program is evaluated, and the name and address of a person who will supply further information. (Author/IRT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED165339

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SOME EXAMPLES OF

NOTEWORTHY PRACTICES

IN CALIFORNIA INTERMEDIATE AND SECONDARY SCHOOLS

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Calif. St. Dept. of Educ.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EA 011 262

COMPILED BY
CALIFORNIA STATE DEPARTMENT OF EDUCATION
WILSON RILES, SUPERINTENDENT OF PUBLIC INSTRUCTION, 1978

This document was published by the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814, and was distributed under the provisions of the Library Distribution Act.

Printed by the Office of State Printing

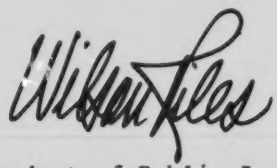
1978

FOREWORD

Most educators have endured the frustrating experience of curriculum planning and problem solving and of sitting through meetings in which people have run out of ideas, out of enthusiasm, and out of energy. Or, equally frustrating, we have struggled through many long meetings or spent hours at home on weekends and evenings writing and planning new programs, only to find, sometimes quite by accident, that a similar program is already in operation in another school district. If we had known, we could have looked into that program for ideas that could be adapted or modified to suit our own situation.

School planning at the local level, while arising out of the very worthy goal of keeping education programs most responsive to differing local needs, also carries with it the inherent drawback of permitting much duplication of effort. This is a wasteful expenditure of already scarce professional time, money, and that elusive gift, creativity.

If school planners could more easily gain access to the ideas of others who have already faced and found solutions to similar problems, they could add their thinking to the thinking of others, develop workable solutions more quickly, and at the same time advance "the state of the art" of school planning more rapidly. I hope that Some Examples of Noteworthy Practices in California Intermediate and Secondary Schools will be of some assistance in filling this need.



Superintendent of Public Instruction

PREFACE

The California State Department of Education is pleased to publish Some Examples of Noteworthy Practices in California Intermediate and Secondary Schools, which contains descriptions of many outstanding school programs. The publication is designed for use by educators, parents, and school board members in developing new ideas for programs in their own districts. Interested persons are encouraged to contact the listed agencies for additional program information and information about services that the agencies can provide.

The programs described herein were selected from among a large number of programs nominated by personnel from schools, district offices, and offices of county superintendents of schools. Teams of State Department of Education personnel and school district personnel visited each of the nominated programs to confirm the accuracy of the descriptions.

Special thanks are given to Brenton R. Aikin, Chief, Bureau of Business Education, Vocational Education Instruction Section, who managed the project; Helen Nespor, Consultant, Educational Technology, Office of Curriculum Services, who directed the field operations; and Jay Tinsman, who compiled and edited the descriptions.

The inclusion of programs in this document does not in any sense imply the approval or endorsement of the California State Department of Education. Rather, the publication is intended to be a resource document for ideas, materials, and expertise. Many aspects of the programs described can be adapted for use in other schools and districts.

DAVIS W. CAMPBELL
Deputy Superintendent
for Programs

REX C. FORTUNE
Associate Superintendent;
and Manager, Secondary Education
Program Management

TABLE OF CONTENTS

	Page
Foreword	iii
Preface	iv
Ability Level Grouping in Mathematics	1
Adult/Evening Program	2
Advanced Learning Seminars	3
Advisor/Advocate	4
Airplane Design and Production	5
Alternative Academic Skill-Building Program	6
Alternative Learning Community	7
Alternative School	8
Alternative School Structure	9
Alternatives in Education	10
Alternative to Suspension	11
Apollo Program	12
Articulation of Foreign Language	13
Attaining a Positive Climate in Continuation High School	14
Automated Touch Typing	15
Banking Careers	16
Basic English	17
Basic Skills	18
Bilingual Education	19
Bilingual Education	20
Bilingual-ESL Reception Center/Individualized Instruction/ Elementary Articulation/Career Education Center	21
Business Education	22
Business Enterprise Training Program	23
Campus Alternative School	24
Career and Occupational Development	25
Career Center	27
Career Center	28
Career Centers	29
Career Decision Making	30
Career Development	31
Career Education	32
Career Education and Reading	33
Career Education--Computer Instruction	34
Career Lab	35
Career-Oriented Pretechnical Physics (COPPS)	36
CCUBE: Common Core Units in Business Education	37
CHSPE Predictor Using CTBS as a Pretest	38
Client-Centered School Program	39
Coeducational Selective Physical Education	40
Communication Workshop	41
Community Involvement	42
Community Resource	43
Community Service Lab	44
Competency-Based Basic Skills Program in Reading and English	45
Competency-Based Business Education	46
Competency-Based Business Education	47
Competency-Based Curriculum: Writing	48
Competency-Based English	49
Competency-Based French	50

	Page
Competency-Based Instruction in Reading	51
Competency-Based Math and English Composition	52
Competency-Based Personalized Learning	53
Competency-Based Reading and Math	54
Composition Program	55
Comprehensive Special Education Program	56
Computer Literacy	57
Consumer and Family Studies	58
Consumer and Homemaking Education	59
Consumer Education	60
Continuous Progress	61
Cooperative Work Experience	62
Counseling	63
Counseling Program	64
Cross-Age Tutoring	65
Culturally Different Gifted Program in the Junior High School English/Social Studies Block	66
Department Chairpersons Council	67
Diagnostic/Prescriptive Education	68
DPT Secondary (Diagnostic/Prescriptive Teaching)	69
Educational/Cultural Enrichment	70
Educational Telephone Conferencing	71
ELP: Extended Learner Program	72
Employer-Based Career Guidance	73
English as a Second Language	74
Equal Opportunity in the Classroom	75
ERMS: Education Resources Management Team	76
ESL (High Intensity)	77
Family and Consumer Studies Computerized Data Bank	78
Flexible Scheduling	79
Foreign Language Immersion Camps	80
Fourth-Year Diploma	81
HOSTS (Help One Student to Succeed): Cross-Age and Community Volunteer Tutoring	82
Human Relations	83
Individually Guided Education	84
Individualized Inservice Training	85
Individualized Instruction	86
Individualized Math	87
Individualized Math Program	88
Individualized Reading and Math Instruction	89
Intermediate School Counseling	90
ISDC: Individual Student Development Committee	91
JOBS	92
Language Arts Lab	93
Language Lab/Literature Skills	94
Learning Skills Center	95
Lower Division English Program	96
The McFadden Image	97
Mathematics Demonstration Program	98
Math of Your Choice	99
Math Program	100

Page

Math Skills Program and Identification of Student Needs 101
MGM/Creative Writing and Typesetting 102
MGM Program: Book Production 103
Mini-Courses 104
Muirlands Career Exploration Program 105
Multi-Media Math 106
Multi-Media Math 107
Multiple Programs 108
Multiple Programs 109
Native-American Program 110
Nongraded Core 111
Nova Evening High 112
Nursery School Aide and Nursing Aide 113
Office Occupations Training 114
Optional Learning Environment 115
Option Periods 116
Options in Learning 117
Program for the Orthopedically Handicapped 118
Parent Counselor Program 119
Parent Counselor Program 120
Parent Education Program 121
Parenting and Infant Development 122
Partially Individualized Spanish Course 123
Participatory Management Plan Utilizing Differentiated Staffing 124
Peer Counseling 125
Peer Counseling 126
Peer Outreach Program 127
Performing Arts 128
Personalized Food Service Class 129
Personalized Language Program 130
Personalized Learning 131
Personalized Learning 132
Personalized Learning 133
Personalized Learning 134
Personalized Learning 135
Personalized Learning 136
Personalized Learning 137
Personalized Learning 138
Personalized Learning Program 139
Personalized Learning-Reading Lab 140
Personal Values Seminar 141
Positive Climate for Learning 142
Positive Climate for Learning 143
Positive Climate for Learning 144
Positive Climate School 145
Process for Curriculum Change 146
Proficiency Exams 147
Project English 148
Project R-3 149
Reading 150

	Page
Reading	151
Reading	152
Redlands-Rialto Association of Principals	153
Reorganization of Curriculum to Reflect Learner Needs	154
Resource Learning Center and Independent Study	155
School Craftsmanship	156
School-Within-a-School	157
School-Within-a-School	158
School-Within-a-School/Cluster Concept	159
Science Elective Program	160
Service Learning	161
Skill Discovery and Assessment Center	162
SOAP: Student-Oriented Achievement Program	163
SPACE: Santana Program of Active Community Education	164
Special Needs of Students	165
Staff Development	166
Staff Development	167
Staff Development (Competency-Based Instruction)	168
STEP (Systems to Encourage Potential)	169
STRIVE (Students Taking a Real Interest in Valuable Education)	170
Student-Centered Curriculum	171
Student Growth Center	172
Student Guidance System	173
Student Job Placement	174
Student Participation in Yearbook Production	175
Study Center/Volunteers	176
Study Skills Program	177
Summer Leadership Academy	178
Survival Skills: Consumer and Homemaking Education	179
SWAP: Students with Alternative Programs	180
Teacher Advisor Program	181
Teacher Advisor Program	182
Teacher Advisory Groups	183
Teacher Inservice Training	184
Team Approach to a Year-Round Curriculum	185
Theory into Practice	186
TIS (Taft Interdisciplinary School)	187
Total School Program	188
Trimester School Year	189
Trimester Student Selection Scheduling	190
Tutorial Law Program	191
Typing for Deaf and Hard of Hearing	192
Ungraded, Multilevel Mathematics Program	193
Variable Block	194
Weather Vane	195
Work Experience	196
WRITE (Writing Requires Individualized Teaching of English)	197
Major Categories Index	198

PROGRAM TITLE: Ability Level Grouping in Mathematics

School: Will C. Wood Junior High
District: Vacaville Unified
County: Solano

DESCRIPTION

Entering seventh grade students are tested in their math abilities, using the Scott-Foresman materials, and placed in a class corresponding to their ability level. All math classes with the exception of algebra and geometry are labeled general math and consist of students from different grades to avoid identifying students as slow. Students can be transferred from one class to another at the option of the teacher.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Basic Skills
Diagnostic/Prescriptive Education
Competency-Based Instruction

FINANCIAL REQUIREMENTS

No additional cost

TARGET AUDIENCE

Students in grades 7-9

PROGRAM EVALUATION

Reduced discipline problems; reduced number of students in low ability classes; fall and spring tests to determine progress

MATERIALS USED

The usual purchased and teacher-made materials

CONTACT PERSON

Hazel D. Tubbs, Department Chair
Will C. Wood Junior High School
998 Marshall Road
Vacaville, CA 95688
(707) 448-8466

PROGRAM TITLE: Adult/Evening Program

School: San Jose Regional Vocational Center
District: San Jose Unified
County: Santa Clara

DESCRIPTION

Students at the San Jose Regional Vocational Center are prepared for productive employment through a well-organized system of individual counseling to determine strengths, skill areas, job preferences, and a follow-up program of individualized instruction which concentrates on actual job experience. Teachers are hired from industry to provide instruction in technical and skill areas. The center has close liaison with the business and industry community by maintaining an advisory committee for each of the programs offered. A staff of three curriculum supervisors meets monthly with over 30 advisory committees to assess and determine program needs.

MAJOR CATEGORY

Career and Occupational Development

SUPPORTING CATEGORIES

Competency-Based Education
Use of Community Resources
Vocational Education
Special Needs of Students

TARGET AUDIENCE

Adults in grades 11 and 12

MATERIALS USED

Broad-based print and nonprint materials and self-paced teacher-prepared booklets

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Regular funding only

PROGRAM EVALUATION

-Evaluation based on employment potential.
-No across-the-board policy--depends on the program, but each program is evaluated in terms of competency of the students.
-Manipulative and written tests in some courses.
-Job placement.
-Grades.

CONTACT PERSON

Joseph Gensiracusa, Principal
San Jose Regional Vocational Center
760 Hillsdale Ave.
San Jose, CA 95123
(408) 266-9282

PROGRAM TITLE: Advanced Learning Seminars

School: Robert Louis Stevenson Intermediate
District: St. Helena Unified
County: Napa

DESCRIPTION

Stevenson School offers students the opportunity to work with community people who are specialists in various fields. Those specialists are called "mentors." The mentors customarily volunteer to take three or four students for a period of from four to nine weeks, meeting with them once a week, requiring them to complete special assignments, and evaluating their progress at the conclusion. The students usually spend time with the mentor at his or her place of work and are allowed to participate to various degrees in that work. A recruitment campaign actively seeks qualified and interested mentors throughout the community.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Mini-Courses
Use of Community Resources
Career and Occupational Development

FINANCIAL REQUIREMENTS

None

TARGET AUDIENCE

Talented students in grades 6-8

PROGRAM EVALUATION

-Done by mentors
-Instrument for mentors (Mentors develop objectives ahead of time.)

MATERIALS USED

Created by the mentors

CONTACT PERSON

Wendell Mackey, Counselor
Stevenson Intermediate School
1316 Hillview Place
St. Helena, CA 94574
(707) 963-7196

PROGRAM TITLE: Advisor/Advocate

School: William L. Sheppard Middle
District: Alum Rock Union Elementary
County: Santa Clara

DESCRIPTION

Teachers at Sheppard Middle School have an advising period each day, 40 minutes long; and students may attend for individual or group counseling. Each teacher has approximately 23 students, and meets for 15 minutes each day with his or her counselees to schedule appointments and assess student needs. The process is unstructured, and advisors control their own programs. Ongoing training is provided for the teachers.

MAJOR CATEGORY

Adult Advisor

SERVICES AVAILABLE

Limited materials are available at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Counseling
Decision Making
Living Skills
Personal Development Skills

FINANCIAL REQUIREMENTS

None

TARGET AUDIENCE

Students in grades 6-8

PROGRAM EVALUATION

The program is new, and evaluation is getting underway.

A spring evaluation is conducted by staff and students. It consists of an attitude survey of students and teachers and a determination of the number of student/teacher contacts.

MATERIALS USED

Teacher's guides

CONTACT PERSON

Gerald Skow, Resource Coordinator
Sheppard Middle School
480 Rough and Ready Road
San Jose, CA 95133
(408) 258-4323

PROGRAM TITLE: Airplane Design and Production

School: Fremont Junior High
District: Anaheim Union High
County: Orange

DESCRIPTION

Metal shop students have the assignment of designing, testing, mass producing, and flying model airplanes in order to learn a large number of skills associated with design, manuafacture, and marketing. Students are divided into groups, which handle various aspects of production. Emphasis is placed on the actual career benefits that are learned along the way.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

An abstract and course outline are available by request.

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Competency-Based Instruction
Options in Learning
Special Needs of students
Decision Making

FINANCIAL REQUIREMENTS

The only unusual cost is for the .049 engines used to fly the planes. In this case, they were donated by a local business.

TARGET AUDIENCE

Metal shop students in grades 7-9

PROGRAM EVALUATION

No formal evaluation

MATERIALS USED

The usual equipment found in a metal shop

CONTACT PERSON

Carmine A. Casucci, Dept. Chair
Fremont Junior High School
608 W. Lincoln Ave.
Anaheim, CA 92805
(714) 535-2879

PROGRAM TITLE: Alternative Academic Skill-Building Program

School: Oakland Street Academy
District: Oakland Unified School District/Bay Area Urban League
County: Alameda

DESCRIPTION

In existence since 1973, the Oakland Street Academy is an alternative store-front school for students who have left the public school system for various reasons without earning a high school diploma. It incorporates personalized guidance and teaching, using community-oriented teachers. The hours are from 9 a.m. to noon, and 130 students attend. Emphasis is on job skills and attitudes or college preparation. Students can attend staff meetings and share in the decision making. Entering students' competencies are evaluated, and progress is rated on that basis, with students moving at their own speed.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Alternative Program
Dropout Prevention
Competency-Based Instruction
Career and Occupational Development

TARGET AUDIENCE

Students 15 to 20 years old who are not currently enrolled in a high school; primarily minority students in Fruitvale and East Oakland

MATERIALS USED

A variety of materials

SERVICES AVAILABLE

-No materials are available.
-Individual visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

$157,000 in a.d.a. money; also some NIE funds; barely enough funds

PROGRAM EVALUATION

-The evaluator position was eliminated.
-Teachers submit monthly reports.
-Curriculum and career counseling reports, reports of the coordinator of students and community, and administrative director's reports are also used.
-An Urban League evaluator comes two consecutive months and conducts various evaluations.

CONTACT PERSON

Pat Williams, Principal
Oakland Street Academy
3137 East 14th St.
Oakland, CA 94606
(415) 532-7556

PROGRAM TITLE: Alternative Learning Community

School: Los Altos High
District: Mountain View-Los Altos Union High
County: Santa Clara

DESCRIPTION

This program, open to any student in the district, offers the opportunity for students to design their own program to investigate five areas which constitute the "study of the whole person." These areas are emotional, intellectual, physical, natural, and social. The fifteen to twenty students selected may choose to study and experience such subjects as yoga, personal growth groups, nutrition and organic gardening, ecology, and politics. The students may or may not choose to take regular high school courses as a part of the program. Depending on the orientation of the course, the specialized studies are listed on the student's transcript as English, social studies, P.E., science, or an elective.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

-Visitors are welcome by appointment.
-Project staff would be available for consultation work for a fee.

SUPPORTING CATEGORIES

Personal Development Skills
Living Skills
Special Needs of Students
Personalized Learning

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

Students in grades 9-12

PROGRAM EVALUATION

An assessment is available for review.

MATERIALS USED

A wide variety of materials, with heavy emphasis on discussion and activities

CONTACT PERSON

Robert Madgic, Principal
Los Altos High School
201 Almond Ave.
Los Altos, CA 94022
(415) 948-6601

PROGRAM TITLE: Alternative School

School: SELF Program
District: Irvine Unified
County: Orange

DESCRIPTION

In this alternative high school, the open campus concept extends to all phases of the school, and students use the offices and classrooms as their own. There is extensive staff and student participation in the management of the school. Students meet on such matters as staffing, budget, setting educational goals, and handling disciplinary matters. They also support a student forum and a judiciary committee. Teachers are carefully selected for their ability to work with potential dropouts.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Descriptive materials are available. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Career and Occupational Development
Dropout Prevention
Adult Advisor
Special Needs of Students
Basic Skills

FINANCIAL REQUIREMENTS

No special funding

TARGET AUDIENCE

A total of 260 students in grades 9-12 participate. Students are of all abilities and have various interests. Students are enrolled by request. Parents are involved through a participation forum and as individuals.

PROGRAM EVALUATION

Comprehensive Test of Basic Skills and a subjective evaluation are used. Students stay in school and meet requirements for graduation.

MATERIALS USED

Teacher- and student-made materials; individual contracts for all units earned

CONTACT PERSON

Len Casey, Assistant Manager
SELF Program
16841 Milliken Ave.
Irvine, CA 92713
(714) 549-8816

PROGRAM TITLE: Alternative School Structure

School: Foothill Intermediate
District: La Canada Unified
County: Los Angeles

DESCRIPTION

This program is a restructuring of the traditional departmentalized school into a schools-within-a-school framework to facilitate the students' transition from elementary to high school. Each of the "small schools" has great autonomy within the parameters of common goals. The staff has been carefully selected for compatibility. There is a great deal of team planning, and methods such as team teaching and large- and small-group instruction are used. Both elective courses and mini-courses are offered.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Academic Program
Special Needs of Students
Positive Climate for Learning
Options in learning

TARGET AUDIENCE

Students and teachers in grades 7 and 8

MATERIALS USED

Basic junior high instructional materials

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

-No special funding is required.
-The district provided some funding for summer curriculum development and organizational development.

PROGRAM EVALUATION

A parent/student survey and a teacher/staff survey are used. The program is liked best by students. Less absenteeism and tardiness and other positive behavioral changes have been noted.

CONTACT PERSON

Andrew Smidt, Principal
Foothill Intermediate School
1100 Foothill Blvd.
La Canada, CA 91011
(213) 790-5573

PROGRAM TITLE: Alternatives in Education

School: Granada Hills Senior High
District: Los Angeles Unified
County: Los Angeles

DESCRIPTION

This is an alternative education high school which provides a less structured environment for students than traditional high schools and also emphasizes student and parent participation in decision making. Students have a rich variety of learning options from which to choose. These options comprise a complete academic program for students from kindergarten through grade 12.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Personalized Learning
Alternative Education
Special Needs of Students
Personal Development Skills
Integrated/Interdisciplinary Education
Cross-Age Grouping

FINANCIAL REQUIREMENTS

District funds

TARGET AUDIENCE

Students in grades K-12

PROGRAM EVALUATION

-Surveys of parents, teachers, and students
-Continual involvement of parents and students in planning meetings

MATERIALS USED

A wide variety of materials

CONTACT PERSON

Dave Lepkowsky, Assistant Principal
Granada Hills Senior High School
10535 Zelzah Ave.
Granada Hills, CA 91344
(213) 360-2361

PROGRAM TITLE: Alternative to Suspension

School: Willis Jepson Junior High
District: Vacaville Unified
County: Solano

DESCRIPTION

Students who are faced with suspension from school are given the alternative of working at maintenance jobs at the school on Saturday morning, washing windows, sweeping, and cleaning. The group varies from one to six students, and informal counseling during the morning gives students a break from work.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

A minimum outline of the program is available. Visitors would be welcome.

SUPPORTING CATEGORIES

Positive Climate for Learning
Dropout Prevention
Special Needs of Students
Counseling

FINANCIAL REQUIREMENTS

Savings in maintained a.d.a; some expense for supervision

TARGET AUDIENCE

Students in grades 7-9 facing suspension from school

PROGRAM EVALUATION

Some data are available. Only one student has been assigned more than once.

MATERIALS USED

Mop, broom, bucket, and rags

CONTACT PERSON

Hal Bush, Principal
Willis Jepson Junior High
580 Elder St.
Vacaville, CA 95688
(707) 448-6288

PROGRAM TITLE: Apollo Program

School: North High
District: Kern Union High
County: Kern

DESCRIPTION

The Apollo Program is designed as a school-within-a-school for unmotivated and problem students who might otherwise not receive an education. It is characterized by a relaxed environment, a minimum of teacher authority, and individual attention. Students follow the regular class periods with lecture, discussion, and group study and projects. Students decide how many units they will complete.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Special Needs of Students
Options in Learning
Basic Skills
Living Skills

FINANCIAL REQUIREMENTS

District funding

TARGET AUDIENCE

Students in grades 10-12

PROGRAM EVALUATION

-Evaluation is through a district testing program. Thirty-seven of 55 students are still there. Twenty-four of 31 walk-ins are still there.
-The high retention rate of potential dropouts shows success.

MATERIALS USED

Workbooks, AV equipment, games, and puzzles

CONTACT PERSON

Lewis Prestage, Teacher
North High School
300 Galaxy Ave.
Bakersfield, CA 93308
(805) 399-3351

PROGRAM TITLE: Articulation of Foreign Language

School: Sonora High
District: Fullerton Joint Union High
County: Orange

DESCRIPTION

The foreign language teaching staffs of Sonora High School and two feeder junior high schools meet annually to coordinate the placement of approximately 225 ninth-grade foreign language students. It is an informal procedure that has developed out of a need to ensure the best possible placement of students in the high school foreign language program and to coordinate textbook selection, instructional methods, and grading policy.

MAJOR CATEGORY

Articulation

SUPPORTING CATEGORY

Special Needs of Students
Academic Program
Options in Learning
Staff Development

TARGET AUDIENCE

A total of 225 ninth-grade foreign language students

MATERIALS USED

No special materials are required.

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No excess costs; coffee and donuts

PROGRAM EVALUATION

An unusually large number of students are enrolled in a foreign language class.

CONTACT PERSON

John Costello, Assistant Principal
Sonora High School
501 S. Palm St.
La Habra, CA 90631
(213) 691-0771

PROGRAM TITLE: Attaining a Positive Climate in Continuation High School

School: Pioneer Continuation High
District: Shasta Union High
County: Shasta

DESCRIPTION

Vocational business education classes at Pioneer Continuation High School offer many learning opportunities to students. Credit-oriented mini- and maxi-courses are offered in Basic Typing, Intermediate Typing, Advanced (Specialized) Typing, Applied Typing, Recordkeeping, Office Job-Training, Office Machines, Business English, Business Math, Communications, Records Management (filing) and other adaptations to fit the student's needs.

Classes are open entry/open exit through counseling. With student-teacher consultation, course adjustments and/or changes can be made in-class. As far as possible, courses are tailored to students. This process enables rapport to grow quickly. Students are given an individual program when they enter the class. Frequent progress reviews are held. All instruction is individualized.

The most successful motivational device in the classes is encouragement from the teacher for each student. Positive reinforcement is used to a great degree. Other motivators are bonus credits for outstanding work, awarding credits and recording them when they are earned, negotiating with students about grades, and accepting their evaluations of their work.

A color-coded record-keeping system that reflects attendance days in class, absences, presence on campus but not in class, tardies, credits when earned, and correct answers/problems attempted is used.

MAJOR CATEGORY

Career and Occupational Development

SUPPORTING CATEGORIES

Personalized Learning
Competency-Based Instruction

TARGET AUDIENCE

Students in grades 9-12 (most are in grades 11 and 12)

MATERIALS USED

Materials include modular programmed instruction for office machines correlated with answer sheets that can be discarded after results are recorded; programmed text/workbooks; practice sets; Sound/Page system; Sound/Slide system; modular text (softbound) for bookkeeping. Most materials are consumable.

SERVICES AVAILABLE

Not applicable

FINANCIAL REQUIREMENTS

Set forth in school budget:

- Other books (shared with other departments	$825
- Instructional supplies	350
- Instructional media supplies (shared)	400
- Repairs	300

PROGRAM EVALUATION

There is strong evidence of a positive climate in all of the vocational business education classes. This is reflected in teacher-student rapport and in student effort-accomplishment.

CONTACT PERSON

Myron B. Alvord, Instructor
Vocational Business Education
Pioneer Continuation High
2500 Eureka Way
Redding, CA 96001
(916) 243-1880

PROGRAM TITLE: Automated Touch Typing

School: Standley Junior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

Standley Junior High School is in the first year of using the Random House Automated Touch Typing System, which consists of films, tapes, screens, two projectors and minitheater, textbooks, and Selectric typewriters. The system allows students to progress at their own rate, with teacher assistance at appropriate intervals. Students make use of films and tapes, and then practice until specified skills are achieved.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Career and Occupational Development
Options in Learning
Competency-Based Instruction
Vocational Education

FINANCIAL REQUIREMENTS

Start-up costs are $11,000, plus $18,000 for typewriters.

TARGET AUDIENCE

Students in grades 8 and 9

PROGRAM EVALUATION

This is the first year of operation, and so no formal evaluation has been conducted.

MATERIALS USED

Random House system

CONTACT PERSON

Donald Diener, Teacher
Robert Press Principal
Standley Junior High
6298 Radcliffe Drive
San Diego, CA 92122
(714) 455-0550

PROGRAM TITLE: Banking Careers

District: Modesto City High
County: Stanislaus

DESCRIPTION

This regional occupational program is a capstone to regular business education courses offered under the vocational education program. It prepares students for employment in the finance industry and/or for continued training at the college level. A two-hour block of classroom instruction for six weeks, in which the student is oriented to the banking industry, prepares the students for placement in on-the-job training positions in 45 cooperating banks and financial institutions. The on-the-job training is for eight hours a week, plus two hours of classroom instruction.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Materials are available free of charge. Visitors are welcome by appointment. Consultation is available for travel and per diem expenses.

SUPPORTING CATEGORIES

Vocational Education
Use of Community Resources
Options in Learning
Personal Development Skills

FINANCIAL REQUIREMENTS

Approximately $400 per student per year

TARGET AUDIENCE

Approximately 60 students in the 12th grade

PROGRAM EVALUATION

Teacher and employer evaluations of on-the job training are best. Eighty-five percent of the students are placed in paying positions.

MATERIALS USED

Workbooks, learning activity packets, filmstrips, industry films, and manuals

CONTACT PERSON

Judie Cary
ROP Instructor, Banking Careers
Modesto City High School District
426 Locust Street
Modesto, CA 95351
(209) 522-8698

PROGRAM TITLE: Basic English

School: California High
District: San Ramon Valley Unified
County: Contra Costa

DESCRIPTION

Student mastery of basic English skills is the goal of this program. Prescribed objectives are used. Basic English skills are divided into four areas: (1) reading and study skills; (2) writing; (3) speaking; and (4) listening and media. Levels within these areas are used to represent the sequence of basic skills development. English credits are awarded to students upon mastery of the defined basic skills (competencies) at each level. Grades are awarded on the basis of quality, effort, and participation in classwork.

A record of each student's progress in the demonstration of the mastery of the prescribed objectives is maintained by teachers until such time as all objectives have been covered. Some students complete the program in three years; some take six years to complete it.

MAJOR CATEGORY

Competency-Based Instruction

SUPPORTING CATEGORIES

Basic Skills
Academic Program
Special Needs of Students
Options in Learning

TARGET AUDIENCE

Students in grades 7-10

MATERIALS USED

Testing center program

SERVICES AVAILABLE

Materials are available free of charge. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

The program was initiated with an ESEA, Title III, grant of $80,000. A clerk is funded by the district. Each teacher receives four days of release time per year for assessment.

PROGRAM EVALUATION

Objective tests and an annual writing sample are used.

CONTACT PERSON

Barbara O'Rand, Unit Administrator
California High School
9870 Broadmoor
San Ramon, CA 94583
(415) 828-9311

PROGRAM TITLE: Basic Skills

School: Sylvan Intermediate
District: San Juan Unified
County: Sacramento

DESCRIPTION

A basic curriculum in English and a basic curriculum in reading have been developed by a task force of outstanding English and reading teachers. Student packets include competencies expected of students at five levels. A list of communications skills is accompanied by a bibliography of materials suggested for effectively teaching the skills and tests for determining whether the students have mastered the various skills. As the students master the skills at one level, they move on to the next level.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

A kit is available for $8. Visitors are welcome by appointment. Inservice training consultation is available.

SUPPORTING CATEGORIES

Diagnostic/Prescriptive Education
Basic Skills
Personal Development Skills
Dropout Prevention
Personalized Instruction

FINANCIAL REQUIREMENTS

Paper and printing for student packets

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

Daily monitoring of student progress

MATERIALS USED

A variety of materials is used.

CONTACT PERSON

Keith Will, Program Specialist
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 484-2680

PROGRAM TITLE: Bilingual Education

School: Isbell Junior High
District: Santa Paula Elementary
County: Ventura

DESCRIPTION

The bilingual approach is used to provide students an opportunity to grow in basic skills such as reading, math, and language. Student progress is based on competencies, and pretests and post-tests are frequent.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Limited materials are available.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Diagnostic/Prescriptive Education
Basic Skills
Personalized Learning
Competency-Based Instruction

FINANCIAL REQUIREMENTS

Supported by an AB 2284 bilingual grant

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

Informal
Nelson Reading Test
Comprehensive Test of Basic Skills
Criterion-referenced tests

MATERIALS USED

Commercial and teacher-prepared materials

CONTACT PERSON

Fernando Elizondo, Principal
Isbell Junior High School
P.O. Box 710
Santa Paula, CA 93060
(805) 525-2182

PROGRAM TITLE: Bilingual Education

School: San Diego Senior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

This program's purpose is to give students sufficient competency in English so that they can be successful in the regular school program. Students are on a regular day schedule and take two periods of ESL and four periods of required elective subjects in various grade levels. Four levels of English achievement, beginning, intermediate, advanced, and bridging, make up the ESL component; and teachers in the other subject classes are bilingual also. Bilingual aides assist with each class. Competency determines student progress.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Limited materials are available. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Personal Development Skills
Personalized Learning
Diagnostic/Prescriptive Education

FINANCIAL REQUIREMENTS

Funding from regular district sources, local compensatory education funds and Title I money for 10th graders only

TARGET AUDIENCE

More than 700 non-English-speaking and limited-English-speaking students in grades 10-12

PROGRAM EVALUATION

Pretests and post-tests for progress evaluation; interviews with students to assess progress

MATERIALS USED

Translated activity books and basic tests

CONTACT PERSON

Albert Cook, Principal
San Diego Senior High School
12th and Russ Streets
San Diego, CA 92101
(714) 233-5101

PROGRAM TITLE: Bilingual-ESL Reception Center/Individualized Instruction/ Elementary Articulation/Career Education Center

School: Berendo Junior High
District: Los Angeles Unified
County: Los Angeles

DESCRIPTION

The Bilingual-ESL Reception Center is staffed with bilingual teachers and aides who serve non-English- and limited-English-speaking students. New students enroll in the school every day. The program includes assessment of, diagnosis of, and prescription for student needs in reading, math, and language arts and remediation as required. Survival skills are taught so that students can function in their new school and community. Health examinations are provided, with follow-up counseling for parents. Students remain in the center long enough to ensure successful entry into the bilingual or ESL program.

Individualized instruction: Individual cumulative folders are maintained for each student in reading, math, and language arts, including pretests and post-tests and work samples. A rotating flexible schedule provides for an all-teacher preparation period, which is utilized to develop a unified curriculum and to assist individual students. Four-week mini-courses designed to enhance each student's individual program are offered in over 40 areas.

Articulation: All sixth graders spend a day at their future junior high school following a regular seventh grade schedule with a seventh grade "buddy" from the same feeder school. This program is coordinated by a counselor and sponsors of the seventh grade student service organization.

Career education center: Every student has an individualized career education program. Activities include visits to the career center, interest inventory tests, applying for jobs, mock job interviews, career rap groups, speakers, and use of an extensive library of audiovisual materials. A unique feature is the videotaping of each student's job interview. Career education is stranded through all curriculum areas.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Special Needs of Students
Career and Occupational Development
Options in Learning
Personal Development Skills

TARGET AUDIENCE

Students in grades 7 through 9

MATERIALS USED

Teacher-developed guides, TV, and AV materials

SERVICES AVAILABLE

Materials are available without charge. Visitors are welcome by appointment. Consultants could be provided in return for expenses.

FINANCIAL REQUIREMENTS

Creative use of categorical funding (Title I, SB 90, ESL/Bilingual, Gifted, Indian)

PROGRAM EVALUATION

Teacher evaluations are conducted twice a year. All programs in the 9th grade are surveyed. Personal assessments by teachers are a planned part of the feedback system. Absenteeism has dropped from 18-1/2 percent to 10 percent in the last three years. The number of students receiving scholarships and the number of students demonstrating leadership ability have increased greatly.

CONTACT PERSON

Rosalyn Heyman, Principal
Berendo Junior High School
1157 South Berendo Street
Los Angeles, CA 90006
(213) 382-1343

PROGRAM TITLE: Business Education

School: Capuchino High
District: San Mateo Union High
County: San Mateo

DESCRIPTION

This program uses C-CUBE materials. Students master 16 competencies designed to prepare them for entry-level jobs. No more than five students are allowed to work on any one competency at the same time. Students work at their own pace, and there is open entry and exit for all classes.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Competency-Based Instruction
Positive Climate for Learning
Special Needs of Students
Vocational Education

TARGET AUDIENCE

Students in grades 9 and 10

MATERIALS USED

Slide tapes, audio-tutorial tapes, C-CUBE materials, and learning games

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Initial funding was from Vocational Education Act, Part B. Start-up costs were $3,000.

PROGRAM EVALUATION

Competency-based performance standards; student evaluation; administrator and teacher evaluation; pretesting and post-testing

CONTACT PERSON

Robert Selsback, Business Dept. Chairperson
Capuchino High School
1501 Magnolia Drive
San Bruno, CA 94066
(415) 583-9977

PROGRAM TITLE: Business Enterprise Training Program

School: Mesa Verde High
District: San Juan Unified
County: Sacramento

DESCRIPTION

Students in the Mesa Verde BET program begin as trainees in a student-run product or service company and can move to higher levels of management as they demonstrate competency. Ten individual companies have evolved, each with a different focus. Accounting, marketing, and other management procedures are emphasized; and students work in a block schedule of 90 minutes in a company averaging 25 to 30 people. A community advisory committee approves program goals and provides resources for the classroom teachers. Individualized learning packets are used, and students are evaluated at the end of each year according to the competencies they have achieved. Those who have excelled receive a certificate of competency.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Materials are available. Multi-media presentations and visits can be arranged by appointment.

SUPPORTING CATEGORIES

Personal Development Skills
Personalized Learning
Special Needs of Students
Competency-Based Education
Community Involvement

FINANCIAL REQUIREMENTS

There are no extra costs. The companies are self-supporting, and money earned is put back into the company.

TARGET AUDIENCE

Students in grades 9-12

PROGRAM EVALUATION

-Regular evaluation of student progress by both students and staff
-No follow-up
-No evaluation yet

MATERIALS USED

Multi-media learning packets, filmstrips, and teacher guides

CONTACT PERSON

Linda Holmes, BET Project Director
Mesa Verde High
7600 Lauppe Lane
Citrus Heights, CA 95610
(916) 726-6616, Ext. 35

PROGRAM TITLE: Campus Alternative School

School: Sonora High
District: Fullerton Joint Union High
County: Orange

DESCRIPTION

This is an alternative education program designed for students who have demonstrated their sense of responsibility and who want a more personalized and open education. It is not intended for those who have trouble in the regular school. Every four weeks students are evaluated in terms of their individual contracts, and those who are not successful are returned to the regular program. Demonstrated competency is an ongoing part of the alternative program, and students must be enrolled for a minimum of 20 units. Work experience is an available component in the program.

MAJOR CATEGORY

Special Needs of Students

SUPPORTING CATEGORIES

Academic Program
Personalized Learning
Options in Learning
Competency-Based Instruction

TARGET AUDIENCE

A total of 120 students in grades 11 and 12

MATERIALS USED

No unusual materials or equipment

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No excess costs

PROGRAM EVALUATION

Subjective evaluation by staff indicates a successful program. Academic tests of students show growth equal to those in the regular school.

CONTACT PERSON

John Costello
Assistant Principal
Sonora High School
501 South Palm Street
La Habra, CA 90631
(714) 691-0771

PROGRAM TITLE: Career and Occupational Development

District: Baldwin Park Unified
County: Los Angeles

DESCRIPTION

In the 7th grade students take nine weeks each of art, music, home economics, and industrial arts. Career opportunities are introduced in each area.

In the 8th grade each student receives instruction on careers in a semester course entitled World of Work. Consumer education is taken the following semester. Students are also introduced to high school graduation requirements, which include a marketable skills requirement.

In the 9th grade one week of career guidance is given at the career center during English classes. Activities include an introduction to the concepts of career guidance and self-awareness; achievements and values; orientation to the career center; and discussion of graduation requirements, including how to meet the marketable skills requirement.

In the 10th grade two weeks of career guidance is given at the career center during driver education and safety classes. Interest and aptitude surveys are given; an in-depth investigation of a chosen career field is made; and employment information, including sources of preparation and training, job application, discussion of a typical workday, and job interview skills, is studied. A tentative two-year high school program is planned based on students' tentative plans for after high school and the marketable skills graduation requirement.

In the 11th and 12th grades, the career counselor meets individually with students on progress toward achieving a marketable skill.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

A marketable skills bulletin and proficiency form are available for $1. Visitors are welcome by appointment. Consultants are available if their expenses are paid by the requesting agency.

SUPPORTING CATEGORIES

Academic Program
Vocational Education
Living Skills
Personal Development Skills

FINANCIAL REQUIREMENTS

Ongoing district funds; no extra costs; career counselor for each high school employer under ESEA, Title IV-B

(Continued on next page)

PROGRAM TITLE: Career and Occupational Development (Continued)

District: Baldwin Park Unified
County: Los Angeles

TARGET AUDIENCE

Students in grades 7-12

PROGRAM EVALUATION

A subjective evaluation of teacher, parent, and student enthusiasm is made. In the eighth grade the Judgment of Occupational Behavior--Orientation (JOB-O) is administered in World of Work classes. In the ninth grade the California Occupational Preference System (COPS) Intermediate Inventory is administered in English classes. In the tenth grade, the California Occupational Preference System (COPS) Inventory is administered in Driver Education and Safety classes. The Career Counseling Planning Sheet is used by the career counselor and regular counselor to articulate interests, aptitudes, and goals with potential course choices. A marketable skill must be demonstrated and certified before a diploma is awarded. Department-developed competency instruments are used to test cognitive and/or psychomotor skills.

MATERIALS USED

Marketable skills bulletin
Marketable skills proficiency form

CONTACT PERSON

Marvin Marshall
Director of Secondary Education
Baldwin Park Unified
School District
3699 North Holly Avenue
Baldwin Park, CA 91706
(213) 962-3311

PROGRAM TITLE: Career Center

School: Grace M. Davis High
District: Modesto City High
County: Stanislaus

DESCRIPTION

The career center at Grace M. Davis High School includes a basic course in career decision making which all students take. Those who want to go further may take various classroom options and participate in the work experience education program, working at a job in the community. Parents are heavily involved in the career decision process, and while students are not required to make a career decision, they learn the process and how to get information which will help them to make such decisions in the future. Extensive open files on career information are always available to students.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Personalized Learning
Community Involvement
Use of Community Resources
Decision Making

FINANCIAL REQUIREMENTS

Funds from various sources

TARGET AUDIENCE

Students in grades 9-12

PROGRAM EVALUATION

Follow-up study of work experience students; goal conferences with parents and students

MATERIALS USED

Open file of job information; teacher-made materials; AV aids

CONTACT PERSON

Bill Morris, Career Center Director
Grace M. Davis High School
1200 Rumble Road
Modesto, CA 95350
(209) 524-9671

PROGRAM TITLE: Career Center

School: Yucca Valley High School
District: Morongo Unified
County: San Bernardino

DESCRIPTION

Yucca Valley High School maintains a career center with a variety of materials relating to occupations. Utilized in the program are films and cassettes for individual and group viewing and listening, career speakers, college and university information and speakers, financial aid information, job application and interview practice, a part-time employment service, job outlook information, military information, self-assessment surveys, and community resource files. A career day is held once each year to stimulate interest in career planning.

MAJOR CATEGORY

Career and Occupational Development

SUPPORTING CATEGORIES

Vocational Education
Special Needs of Students
Use of Community Resources
Personal Development Skills

TARGET AUDIENCE

Students in grades 9-12

MATERIALS USED

All types of printed materials, audiovisual aids, microfiche cards, cassettes, and films

SERVICES AVAILABLE

Sample materials are available at no charge. Visitors are welcome by appointment. Consultant services are available if their expenses are paid.

FINANCIAL REQUIREMENTS

A career center clerk works four hours a day ($5,210). The regional occupational program provides $1,000 for career awareness. Start-up costs are about $1,000. Much equipment and many furnishings are donated by the community.

PROGRAM EVALUATION

Extensive and continuing surveys of everyone associated with the center

CONTACT PERSON

Mary Gerpheide
Yucca Valley High School
7600 Sage
Yucca Valley, CA 92284
(714) 365-3391

PROGRAM TITLE: Career Centers

School: Orange High
District: Orange Unified
County: Orange

DESCRIPTION

The purpose of this program is to prepare students for effective, productive living.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.
Staff can attend conferences.

SUPPORTING CATEGORIES

Counseling
Basic Skills
Positive Climate for Learning
Use of Community Resources

FINANCIAL REQUIREMENTS

Funds for materials development only

TARGET AUDIENCE

Students in grades 10-12

PROGRAM EVALUATION

-Preassessments and post-assessments
-Product evaluation
-Survey of students and the amount of services they received from career guidance

A preassessment of what students knew about guidance was conducted. At the end of the year, the same survey was conducted. The results were positive.

MATERIALS USED

Teacher's guides and filmstrips

CONTACT PERSON

Jack Sappington, Administrator
Orange Unified School District
370 North Glassell Street
Orange, CA 92666
(714) 997-6100

PROGRAM TITLE: Career Decision Making

School: Irvington High
District: Fremont Unified
County: Alameda

DESCRIPTION

Students at Irvington High School take a career decision-making course which includes units on self-exploration, decision making, career exploration, resource investigation, and career action. Students are taught how to find information relating to careers and jobs, how to use it to best advantage, how to present themselves most favorably, and how to be successful on the job.

MAJOR CATEGORY

Career and Occupational Development

SUPPORTING CATEGORIES

Decision Making
Vocational Education
Special Needs of Students
Options in Learning

TARGET AUDIENCE

A total of 250 students in grades 9-12

MATERIALS USED

Career center materials and a decision-making textbook

SERVICES AVAILABLE

Materials are available at no cost. Visitors are welcome by appointment on certain days specifically set aside for visitors. Staff can attend conferences.

FINANCIAL REQUIREMENTS

State funds provide director and consultant fees

PROGRAM EVALUATION

Students evaluate the program. An outside evaluation component is now being developed.

College Entrance Examination Board: Career Decision-Making Skills Assessment

CONTACT PERSON

Homer Sweeney
Irvington High School
41800 Blacow Road
Fremont, CA 94538
(415) 656-5711

PROGRAM TITLE: Career Development

School: La Canada High
District: La Canada Unified
County: Los Angeles

DESCRIPTION

Students at La Canada High School may elect to take course work in career education and make use of a well-equipped laboratory. Instructional methods include a variety of informational and interest-stimulating presentations and activities, such as guest speakers, simulations, practice with job-seeking skills, and application procedures. The program developed gradually, in response to student and community needs.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Information is available only through on-site visits; appointments must be made.

SUPPORTING CATEGORIES

Counseling
Decision Making
Values Clarification
Living Skills

FINANCIAL REQUIREMENTS

Approximately $3,000 for substitutes; staff development, travel, conferences, and so on

TARGET AUDIENCE

Interested students in grades 10-12; also some adults and nonpublic school students

PROGRAM EVALUATION

-No formal evaluation
-Informal survey--paper and pencil questionnaires, open house, and phone calls to parents

MATERIALS USED

A wide variety of materials

CONTACT PERSON

Dan Miller, Director
Career Development
La Canada High School
4463 Oak Grove Drive
La Canada, CA 91011
(213) 790-6880, Ext. 266

PROGRAM TITLE: Career Education

School: Santa Barbara Senior High
District: Santa Barbara High
County: Santa Barbara

DESCRIPTION

The Career Education program at Santa Barbara High School enrolls students for four periods in a self-guided learning structure which makes use of a wide variety of materials and community resources. A work experience education component is part of the plan for most students, and activities are based on student interest areas and aptitudes, which are evaluated when the student enters. Students are taught how to seek out and use career development materials.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available on a limited basis. Visitors are welcome by appointment. Consulting services are available.

SUPPORTING CATEGORIES

Positive Climate for Learning
Special Needs of Students
Career and Occupational Development
Personal Development Skills
Use of Community Resources

FINANCIAL REQUIREMENTS

The program is funded from regular district funds (initial funding was provided by Vocational Education Act). Start-up costs were $10,000 for materials, equipment, and training. An additional $1,000 is spent annually to update and replace materials.

TARGET AUDIENCE

Students in grades 10-12

PROGRAM EVALUATION

Follow-up of students graduating from program; student feedback

MATERIALS USED

Microfiche, videotape recorder, interest inventories, aptitude tests, materials on jobs, community resources, testing equipment, and school catalog

CONTACT PERSON

Bill Jackson, Co-Principal
Santa Barbara Senior High School
700 East Anapamu Street
Santa Barbara, CA 93103
(805) 966-9101

PROGRAM TITLE: Career Education and Reading

School: Bell Gardens High
District: Montebello Unified
County: Los Angeles

DESCRIPTION

In the ninth grade a career profile is initiated for each student, and students participate in a six-week unit on career guidance. A career education center was set up in the media center to provide exploratory activities for students, and job interviews are simulated using a videotape recorder.

In the reading program students are diagnosed to determine needs, using the Comprehensive Test of Basic Skills, SRA Reading for Understanding Test, and Fountain Valley Support System; and a continuous reading profile for each student is initiated. Based on this diagnosis, a prescription is planned for each student; and as he or she achieves the prescribed objectives, the prescription is updated.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend conferences.

SUPPORTING CATEGORIES

Academic Program
Basic Skills
Career and Occupational Development
Diagnostic/Prescriptive Education

FINANCIAL REQUIREMENTS

Vocational Education Act funds

TARGET AUDIENCE

Students in grade 9

PROGRAM EVALUATION

Test scores

MATERIALS USED

Audio Reading Progress Laboratory materials, Clues to Reading Progress, Educational Development Laboratory, and SRA Reading Laboratory materials; additional reading and career materials

CONTACT PERSON

Ed Jones, Vice-Principal
Bell Gardens High School
6119 Agra Street
Bell Gardens, CA 90201
(213) 773-3871

PROGRAM TITLE: Career Education--Computer Instruction

School: Hale Junior High School
District: San Diego City Unified
County: San Diego

DESCRIPTION

Hale Junior High has a career education program which includes computer assistance in locating materials, information, and resources on careers.

MAJOR CATEGORY

Career and Occupational Development

SUPPORTING CATEGORIES

Counseling
Personal Development Skills
Special Needs of Students
Living Skills

TARGET AUDIENCE

Students in grades 7-9

MATERIALS USED

AV equipment and computer resources

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Cost of one aide

PROGRAM EVALUATION

Guidance Information System attitude tests--interest and abilities matched with a career

No other real testing

CONTACT PERSON

Mary Duggan, Counselor
Hale Junior High School
5331 Mt. Alifan Drive
San Diego, CA 92111
(714) 277-8131

PROGRAM TITLE: Career Lab

School: Glendale Senior High
District: Glendale Unified
County: Los Angeles

DESCRIPTION

This program is a laboratory in which the emphasis is on individualized instruction in required subjects for students participating in occupational education programs. A variety of materials and instructional strategies is used.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Materials are available free of charge. Visitors are welcome by appointment. Staff is able to attend selected conferences and meetings.

SUPPORTING CATEGORIES

Special Needs of Students
Vocational Education
Learning Disabilities
Academic Program

FINANCIAL REQUIREMENTS

Start-up costs were approximately $3,000 from the district and $2,500 in Vocational Education Act funds for equipment.

TARGET AUDIENCE

Occupational education students in grades 11 and 12

PROGRAM EVALUATION

Students volunteer.
There are four classes.
Reactions of the PTA are favorable.

MATERIALS USED

The usual variety of materials

CONTACT PERSON

Ruth Wilson, Vice-Principal
Glendale Senior High School
1440 East Broadway
Glendale, CA 91205
(213) 242-3161

PROGRAM TITLE: Career-Oriented Pretechnical Physics (COPPS)

School: Serra Junior/Senior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

This program consists of a series of mini-courses in physics which are individualized and designed to stimulate student interest and which are offered in addition to the regular physics program. The courses are based on student interest and use a variety of instructional materials.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Some materials are available at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Special Needs of Students
Career and Occupational Development
Mini-Courses

FINANCIAL REQUIREMENTS

Start-up costs are about $1,000; about $150 a year is required thereafter. There is some cost to students.

TARGET AUDIENCE

Primarily students in grades 9-12; some 7th and 8th graders

PROGRAM EVALUATION

Pretests and post-tests identify student progress and aid in placing students. The program has been in operation only one year, and so no formal evaluation has been conducted.

MATERIALS USED

Programmed workbooks, games, and puzzles

CONTACT PERSON

LaRene Sullivan, Principal
Serra Junior/Senior
High School
5156 Santo Road
San Diego, CA 92124
(714) 560-4341

PROGRAM TITLE: CCUBE: Common Core Units in Business Education

School: Redwood High School
District: Visalia Unified School District
County: Tulare

DESCRIPTION

The CCUBE program consists of sixteen basic, job entry-level skill units of instruction in business education which have been identified by employers as most important. These are taught through individualized methods, providing the student with immediate feedback, peer and cross-age tutoring, the use of aides, and self-guided materials.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Materials and training are available through the California State Department of Education, Bureau of Business Education.

SUPPORTING CATEGORIES

Competency-Based Instruction
Special Needs of Students
Options in Learning
Vocational Education

FINANCIAL REQUIREMENTS

Vocational Education Act business education funds; annual cost, $50 per student

TARGET AUDIENCE

Students in grades 10-12

PROGRAM EVALUATION

Criterion-referenced tests on units

MATERIALS USED

Packaged materials designed and developed under the sponsorship of the Bureau of Business Education, California State Department of Education

CONTACT PERSON

Lynda Reddell, Chairperson
Department of Business Education
Redwood High School
1001 West Main Street
Visalia, CA 93277
(209) 733-1400

PROGRAM TITLE: CHSPE Predictor Using CTBS as a Pretest

School: Pacific Shores High
District: South Bay Union High
County: Los Angeles

DESCRIPTION

Pacific Shores High School, a continuation school, uses the Comprehensive Test of Basic Skills to diagnose student strengths and weaknesses and predict performance on the California High School Proficiency Exam. Student profiles are given to counselors, who assist the student in planning a program of studies designed to provide help in weak areas. The study contracts are then set up on a proficiency basis.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Dropout Prevention
Competency-Based Instruction
Basic Skills
Career and Occupational Development
Diagnostic/Prescriptive Education

TARGET AUDIENCE

Interested high school students

MATERIALS USED

The CTBS is used for diagnostic/prescriptive instruction. The usual mix of print and nonprint materials is also used.

SERVICES AVAILABLE

Informational kits are available on request. Visitors are welcome by appointment. The program can be implemented through the addition of paraprofessional staff to handle testing. Consultation services are available.

FINANCIAL REQUIREMENTS

No additional funding beyond the regular school budget is required. One paraprofessional and three teacher aides assist with the program.

PROGRAM EVALUATION

CTBS scores are converted to percentiles and used as predictors of success on the CHSPE.

CONTACT PERSON

Vincent Rothemich, Counselor
Pacific Shores High School
325 South Peck Avenue
Manhattan Beach, CA 90266
(213) 379-5421, Ext. 321

PROGRAM TITLE: Client-Centered School Program

School: A. G. Currie Intermediate
District: Tustin Unified
County: Orange

DESCRIPTION

Currie Intermediate School has developed a total school program with personalized learning as the guiding principle. Much attention is devoted to the maintenance of a positive school climate, and student progress is continually evaluated and discussed with each student for the purpose of continually updating and modifying each student's education plan. An extensive community-based learning program is in operation.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Positive Climate for Learning
Competency-Based Instruction
Special Needs of Students
Academic Program

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

Customary materials

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No extra funding

PROGRAM EVALUATION

-Winning of various community awards, including the Disneyland Community Service Award
-Accepted by the National Curriculum Association and Association of California School Administrators as an exemplary program for visitation
-Improved attendance record
-Test scores--pretesting and post-testing

CONTACT PERSON

James Turner, Principal
Currie Intermediate School
1402 Sycamore Avenue
Tustin, CA 92680
(714) 832-5010

PROGRAM TITLE: Coeducational Selective Physical Education Program

School: Winship Junior High
District: Eureka City High
County: Humboldt

DESCRIPTION

The physical education program at Winship Junior High offers approximately twenty units in high-interest activities for students, such as bicycling, golf, speed weight lifting, jogging, recreational games, and table tennis. A student questionnaire is given to determine interests, and students sign up for their choices. Methods and activities are similar to those in regular PE programs, except for the grouping and selection. Students must select ten units during the year.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Options in Learning
Special Interests of Students
Coeducational PE
Mini-courses
Recreational carryover for PE
Title IX conformance for PE

TARGET AUDIENCE

Students in grades 8 and 9

MATERIALS USED

Regular PE equipment is used. Some, such as golf clubs and bicycles, are provided by students.

SERVICES AVAILABLE

Materials are available in limited quantities free of charge. Visitors are welcome by appointment. Staff members could provide consultant services if their expenses were paid by the requesting agency.

FINANCIAL REQUIREMENTS

No additional costs above regular district funds

PROGRAM EVALUATION

No formal evaluation is conducted. Informal evaluation is used; for example, noting the improvement in student attitude, enthusiasm, and participation. Results include fewer students not suiting up, fewer tardies, fewer demerits, and fewer discipline problems.

CONTACT PERSON

Jerome Colivas, Principal
Winship Junior High School
2500 Cypress Avenue
Eureka, CA 95501
(707) 443-0861

PROGRAM TITLE: Communication Workshop

School: Columbus Tustin Intermediate
District: Tustin Unified
County: Orange

DESCRIPTION

A series of 25 lessons is offered once a day for 40 minutes for five weeks. The focus of the lessons is transpersonal educational techniques. Attention is directed to the inner self rather than the personality. By reducing outside stimulation, students are given an opportunity to look at themselves. Guided fantasy, meditation demonstrations, sharing, and relaxation processes are components of the program. Other concepts used in the workshop are (1) learning to identify alternatives and to choose on the basis of ethical objectivity; (2) learning to be objective about oneself and the events in one's own universe; and (3) being in the here and now. Emphasis is also placed on decision making and problem solving.

The objectives for the students are the following: elevate self-image, be responsible for their behavior, improve their concentration, increase their ability to relax, increase self-expression, and be capable of handling their own problems with more satisfaction.

MAJOR CATEGORY

Personal Development Skills

SUPPORTING CATEGORIES

Options in Learning
Decision Making
Values Clarification
Living Skills

TARGET AUDIENCE

Total junior high school population

MATERIALS USED

None

SERVICES AVAILABLE

Inservice training by leader

FINANCIAL REQUIREMENTS

None

PROGRAM EVALUATION

Teacher reports; observation by school administration; parent and student testimonials

CONTACT PERSON

Carolyn Alexander
Columbus Tustin Intermediate School
17952 Beneta Way
Tustin, CA 92680
(714) 544-5250

4—77925

PROGRAM TITLE: Community Involvement

School: South High
District: Kern Union High
County: Kern

DESCRIPTION

In response to racial tensions in the school, South High has developed a parent advisory council which has an effective phone rumor control committee and communications system, publishes a newsletter, and sponsors active booster groups. It systematically ensures wide parent and citizen participation in the school.

MAJOR CATEGORY

Community Involvement

SERVICES AVAILABLE

Sample newsletters are available at no cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Special Needs of Students
Parent Education Program

FINANCIAL REQUIREMENTS

Minimal

TARGET AUDIENCE

Parents, other citizens, and students in grades 9-12

PROGRAM EVALUATION

-Evaluation is subjective.
-A large number of people participate in the evaluation.
-Anybody can attend the parent advisory council meetings, and the agenda is open.

MATERIALS USED

None

CONTACT PERSON

Don Murfin, Principal
South High School
1101 Planz Road
Bakersfield, CA 93304
(805) 831-3680

PROGRAM TITLE: Community Resource

School: Aragon High
District: San Mateo Union High
County: San Mateo

DESCRIPTION

Teachers are encouraged to make as many home visits as possible, and the school schedule is modified to permit this outreach. Selected students are enrolled in an upgrade program, and parents are kept informed of their progress regularly.

MAJOR CATEGORY

Community Involvement

SERVICES AVAILABLE

Materials are available at no cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Living Skills
Decision Making
Parent Education

FINANCIAL REQUIREMENTS

From school funds

TARGET AUDIENCE

Parents and students

PROGRAM EVALUATION

-Surveys of students, parents, and teachers
-Questionnaires to survey faculty, students, and community members on a variety of topics, including curriculum and evaluation of administration
-Student input on various topics that come up during the year

MATERIALS USED

None

CONTACT PERSON

Andrew Jezycki, Principal
Aragon High School
900 Alameda de las Pulgas
San Mateo, CA 94402
(415) 342-7980

PROGRAM TITLE: Community Service Lab

School: Sunny Hills High
District: Fullerton Joint Union High
County: Orange

DESCRIPTION

Students can take advantage of an alternative means to meet high school requirements, using the Community Service Lab approach, in which they receive credit in elective areas. They also may earn credit in required subjects by obtaining a variance. Work may be done both during and after the regular school day. Approximately 150 stations have been identified where learners report four days per week to learn skills under supervision. One day a week students are at the Community Service Lab, where they receive personalized instruction, work in learning packets, and write reports. Guest speakers also visit at these times.

MAJOR CATEGORY

Use of Community Resources

SERVICES AVAILABLE

Materials are available at cost. Visitors are welcome by appointment. Consulting services are available if expenses are covered by the requesting agency.

SUPPORTING CATEGORIES

Special Needs of Students
Personal Skills
Career and Occupational Development
Options in Learning

FINANCIAL REQUIREMENTS

Support is provided by the district only. However, the program relies on the assistance of community volunteers on a full-time basis.

TARGET AUDIENCE

140 students in grades 10-12

PROGRAM EVALUATION

-Student evaluation on a regular basis
-Outside agency evaluation
-Student survey
-Parent advisory council
-Back-in-School Nite
-Several others

MATERIALS USED

A variety of teacher-made materials and many programmed materials are used.

CONTACT PERSON

Greg Bise, Assistant Principal
Sunny Hills High School
1801 Warburton Way
Fullerton, CA 92633
(714) 871-2280

PROGRAM TITLE: Competency-Based Basic Skills Program in Reading and English

School: Henry Senior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

Entering 10th graders are tested for reading levels before placement in appropriate programs. A locally developed competency exam is given prior to placement. Basic skills courses are offered at both 10th and 11th grades. A well-equipped reading lab is heavily used.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Descriptive material is available.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Basic Skills
Academic Program
Special Needs of Students

FINANCIAL REQUIREMENTS

Start-up costs are approximately $1,400. There are no excess costs after that.

TARGET AUDIENCE

All students in grades 10-12

PROGRAM EVALUATION

-Districtwide testing program
-Nelson-Denny Silent Reading Test in grade 9 in feeder school
-Basic skills test in grade 10--teacher-designed test; two opportunities to take that test

MATERIALS USED

Most material is locally developed.

CONTACT PERSON

Frank Thornton, Principal
Henry Senior High School
6702 Wandermere Drive
San Diego, CA 92120
(714) 286-7700

PROGRAM TITLE: Competency-Based Business Education

School: Sunny Hills High
District: Fullerton Joint Union High
County: Orange

DESCRIPTION

This is a variable entry and exit program based on student competencies in skills necessary for entry level jobs in business fields. An instructional aide provides assistance to students and frees the teacher to supervise the overall program as well as to develop learning activity packets and work with individual students. Competency is defined as the successful completion of specified tasks.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Selected materials are available at cost. Visitors are welcome by appointment. Consulting services are available if expenses are paid.

SUPPORTING CATEGORIES

Basic Skills
Career and Occupational Development
Special Needs of Students
Options in Learning

FINANCIAL REQUIREMENTS

Considerable teacher time is necessary to develop the materials, but other than that, and the provision of one aide, no excess funds are required.

TARGET AUDIENCE

Students in grades 9-12

PROGRAM EVALUATION

Pretest and post-test have been developed. Comparative data have been collected to indicate the value of an aide to disadvantaged youth. Competency skills are based on employer requirements.

MATERIALS USED

Most materials are teacher-made.

CONTACT PERSON

Jan Vallely, Business Department Chairperson
Sunny Hills High School
1801 Warburton Way
Fullerton, CA 92633
(714) 871-2280

PROGRAM TITLE: Competency-Based Business Education

School: Trinity High
District: Trinity Union High
County: Trinity

DESCRIPTION

This is an individualized business education program designed to allow students to work at their own pace. Students participate in an extensive number of activities, including work experience and simulation. The student business club, FBLA, is an integral part of the program. Students' progress is based on their competencies.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Limited materials are available free of charge. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Vocational Education
Career and Occupational Development
Options in Learning
Special Needs of Students

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

Students in grades 10-12

PROGRAM EVALUATION

California Business Education Evaluation System consisting of in-depth study of the program, including self-evaluation by teachers, administrators, and students

MATERIALS USED

Commercial and teacher-prepared materials

CONTACT PERSON

Tom Clark, Coordinator
Trinity High School
P. O. Box 1060
Weaverville, CA 96093
(916) 623-6127

PROGRAM TITLE: Competency-Based Curriculum: Writing

School: La Quinta High
District: Garden Grove Unified
County: Orange

DESCRIPTION

Approximately half of the incoming 9th grade students are placed in remedial writing skills classes, which emphasize basic English, drill, and practice in writing. Classes are kept small, and individual attention is given, although there is no individual prescription. The objective is to raise the writing skills of these students to the 8th grade level, as measured on the Comprehensive Test of Basic Skills. Students must demonstrate their competencies before moving on to a regular English class.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Visitors are welcome by appointment. Sample materials are available on request. Staff can provide consultation in return for expenses.

SUPPORTING CATEGORIES

Special Needs of Students
Basic Skills
Academic Program
Options in Learning

FINANCIAL REQUIREMENTS

Smaller class size increases cost somewhat.

TARGET AUDIENCE

Students in the 9th grade who score below 7.9 on the CTBS in English are placed in the program.

PROGRAM EVALUATION

The CTBS is used for pretesting and post-testing. Fifty-eight percent of the students pass proficiency standards (8.0 grade level) after one semester.

MATERIALS USED

Programmed workbooks

CONTACT PERSON

Chris Appel, Assistant Principal
La Quinta High School
10372 McFadden Street
Westminster, CA 92683
(714) 638-6315

PROGRAM TITLE: Competency-Based English

School: La Canada High
District: La Canada Unified
County: Los Angeles

DESCRIPTION

Students gain competency in English and writing skills by working to accomplish a series of specific performance objectives. Class placement is on the basis of a teacher-developed diagnostic test, and classes meet on alternating days, intermixed with writing lab sessions where emphasis is on individual instruction.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Materials are available at cost. Visitors are welcome by appointment. Consultation services are available if individuals' expenses are paid by the requesting agency.

SUPPORTING CATEGORIES

Personalized Instruction
Basic Skills
Academic Program
Special Needs of Students

FINANCIAL REQUIREMENTS

$6,000 for English Department plus 1-1/2 aides

TARGET AUDIENCE

Students in grades 9-12

PROGRAM EVALUATION

Comprehensive Test of Basic Skills
Survey of teachers and students

MATERIALS USED

Audiovisual materials and teacher-developed materials

CONTACT PERSON

John Murphy, Principal
La Canada High School
4463 Oak Grove Drive
La Canada, CA 91011
(213) 790-6880

PROGRAM TITLE: Competency-Based French

School: Los Altos High
District: Mountain View-Los Altos Union High
County: Santa Clara

DESCRIPTION

Los Altos High School offers a traditional foreign language program for students who prefer a group-oriented teacher-directed classroom and an alternative approach for those who prefer to work on their own at their own speed. Students work independently on learning packets or on special projects which involve one or more persons. Advanced students act as aides to tutor students who are having problems, to answer questions, and to develop new learning packets. The teacher is a resource guide who works with individuals and groups of students. Success is determined by the completion of the performance criteria contained in each activity package.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Limited packets are available at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Diagnostic/Prescriptive Education
Personalized Learning
Options in Learning
Academic Program

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

Foreign language students in grades 9-12

PROGRAM EVALUATION

Pretesting and post-testing of student achievement

MATERIALS USED

Individualized learning packets

CONTACT PERSON

Robert Madgic, Principal
Los Altos High School
201 Almond Avenue
Los Altos, CA 94022
(415) 948-6601

PROGRAM TITLE: Competency-Based Instruction in Reading

School: Alhambra City and High
District: Alhambra City and High
County: Los Angeles

DESCRIPTION

Designed to develop reading skills in students, this districtwide program provides a continuum of objectives in kindergarten through grade 12 and supplies pretests and post-tests for each objective. On the basis of pretest scores, students are assigned to various activities provided by the teachers. It also provides a standardized record-keeping instrument which illustrates the achievement of objectives along with standardized test scores. Two-fifths of the total instructional time is devoted to the program, which was developed following a survey of teachers, parents, administrators, and others. The survey indicated that reading was a number one priority.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials could be made available at cost with sufficient advance notice. Visitors are welcome by appointment. The staff could provide consultation if their expenses are paid by the requesting agency.

SUPPORTING CATEGORIES

Competency-Based Instruction
Diagnostic/Prescriptive Education
Special Needs of Students

FINANCIAL REQUIREMENTS

The cost is borne 100 percent by the district. A consultant for 30 days, to assist teachers, costs approximately $6,000. Start-up costs are about $10,000, exclusive of staff time.

TARGET AUDIENCE

Students in kindergarten through grade twelve

PROGRAM EVALUATION

-Not developed yet; planned at the end of three years
-Will become part of high standards, July, 1978 (Thirteen elementary and four high schools are involved.)
-All teachers thoroughly involved--informally

MATERIALS USED

Pretests and post-tests are used. Teachers have the option to use a variety of materials.

CONTACT PERSON

Russell Purcey
Director of Curriculum Services
Alhambra City and High
School District
15 West Alhambra Road
Alhambra, CA 91802
(213) 289-5411

PROGRAM TITLE: Competency-Based Math and English Composition

School: Mango Intermediate
District: Sunnyvale Elementary
County: Santa Clara

DESCRIPTION

All incoming 7th grade students are given a math survey test; and, depending on how they score, they are placed in one of eight sequential nine-week math classes. In order for a student to move on to the next class, he or she will have to pass a competency test with a score of 75 percent or higher. Students who think they have the ability are permitted to challenge courses at the end of the first two weeks by passing an exam with a score of 94 or higher. When students complete the eight courses, they may choose from a variety of math electives.

The English composition program consists of two four-week units in writing, with a student-adult ratio of 9 to 1.

MAJOR CATEGORY

Competency-Based Instruction

SUPPORTING CATEGORIES

Academic Program
Basic Skills
Diagnostic/Prescriptive Education
Special Needs of Students

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

Individualized and teacher-prepared materials

SERVICES AVAILABLE

Limited materials are available at no charge. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No additional funds are required for the math program. The English program requires an aide.

PROGRAM EVALUATION

Pretest and post-test; performance objectives

CONTACT PERSON

Ken Berridge, Principal
Mango Intermediate School
1080 Mango Avenue
Sunnyvale, CA 94087
(408) 736-7292

PROGRAM TITLE: Competency-Based Personalized Learning

School: Venado Middle
District: Irvine Unified
County: Orange

DESCRIPTION

The total program at Venado Middle School provides competency-based personalized learning to each student through the "mastery learning concept" in many areas of the curriculum. Students and staff are broken into six random units to enhance mobility and help handle the characteristics of the necessary recording procedures to individualize learning for each student. The participatory management system has been instrumental in the development and implementation of the program. A variety of teaching methods is used, and student progress is based totally on demonstrated competencies. Staff meetings on curriculum are held weekly; and consultants, visitors, conferences, and staff community input are used regularly. The personalized learning aspect of the program is orchestrated through the Teacher/Advisor Program.

MAJOR CATEGORY

Competency-Based Education

SUPPORTING CATEGORIES

Competency-Based Instruction
Positive Climate for Learning
Options in Learning
Academic Program
Diagnostic/Prescriptive Education
Teacher/Advisor Program

TARGET AUDIENCE

A total of 740 students in grades 7 and 8 participate. Parents and staff have been heavily involved in planning and inservice training. Inservice training for competency-based instruction has been conducted for a year.

MATERIALS USED

A very sophisticated recording system is required. Careful records and profiles are kept on each student regarding diagnosis and prescription. Lists of competencies are published and distributed.

SERVICES AVAILABLE

Visitors are welcome by appointment. Competency lists and descriptive materials are available at cost.

FINANCIAL REQUIREMENTS

There is no excess cost to the district. Title II, Phase II, and Title IV-C funds are being used to provide a well-equipped media library center and release time for inservice training and planning.

PROGRAM EVALUATION

Teacher-made criterion-referenced pretests and post-tests are used. Each student is tested according to individual needs.

CONTACT PERSON

Janice Smith
Administrative Assistant
Venado Middle School
4 Deerfield Avenue
Irvine, CA 92714
(714) 552-4771

PROGRAM TITLE: Competency-Based Reading and Math

School: Twentynine Palms Junior High
District: Morongo Unified
County: San Bernardino

DESCRIPTION

Math is divided into three levels, with personalized instruction for every student. Emphasis is on drill and practice for slow students. Students keep a record of their progress in their own notebooks and advance when they attain specified competencies.

English is divided into reading, grammar, and English lab. Students reading lower than grade level are placed in the lab and receive tutoring. Students in the grammar and reading sections are rotated every three weeks to provide variety and maintain interest.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Curriculum outlines are available at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Diagnostic/Prescriptive Education
Basic Skills
Special Needs of Students
Academic Program

FINANCIAL REQUIREMENTS

No additional costs

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

CTBS data; locally developed criterion-referenced tests

MATERIALS USED

State-adopted texts and teacher-developed materials

CONTACT PERSON

Ray Garrett, Principal
Twentynine Palms Junior High School
5798 Utah Trail
Twentynine Palms, CA 92277
(714) 367-9507

PROGRAM TITLE: Composition Program

School: Hewes Intermediate
District: Tustin Unified
County: Orange

DESCRIPTION

The Composition Program at Hewes Intermediate teaches students to become better writers by concentrating much of the language program on the writing of compositions. Teachers are released for one period per day to work with students individually, and students are released from other subject classes for short periods of counseling and review of their written work. In addition, reading partners exchange and comment on rough drafts. Parent aides help with rough draft interview support one day a week. Students are encouraged to develop their expressive abilities and decision-making talents through writing about subjects of special interest to them. Students progress at their own rate.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Values Clarification
Basic Skills
Competency-Based Instruction
Special Needs of Students

TARGET AUDIENCE

Students in grades 7 and 8; approximately 600 students out of a population of 700

MATERIALS USED

Textbooks, workbooks, films, filmstrips, tapes, and games

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

The only excess costs are those for a teacher's aide and one release period for the teachers.

PROGRAM EVALUATION

The Comprehensive Test of Basic Skills is used for pretesting and post-testing. The progress of each student is carefully charted.

CONTACT PERSON

Lu Matos, Principal
Hewes Intermediate School
13232 Hewes Avenue
Santa Ana, CA 92705
(714) 639-2950

PROGRAM TITLE: Comprehensive Special Education Program

School: McFadden Intermediate
District: Santa Ana Unified
County: Orange

DESCRIPTION

The objective of this program is to provide all handicapped students with normal school experiences as far as is possible at their level. Special education students are enrolled in regular classes if possible, or in small core classes with adult and student aides assisting them. A wide variety of experiences and resources is used.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment in all phases of the program. Materials and descriptive information are available on request.

SUPPORTING CATEGORIES

Diagnostic/Prescriptive Education
Positive Climate for Learning
Academic Program
Personal Development Skills

FINANCIAL REQUIREMENTS

Specially funded through the state, but no excess cost above what is available to any similar school; nine teachers involved

TARGET AUDIENCE

Approximately 260 special education students

PROGRAM EVALUATION

The program is monitored regularly. Pretest and post-test data are available. The attendance of special education students has improved.

MATERIALS USED

A wide variety of materials

H. L. Hofferbert, Principal
McFadden Intermediate School
2701 South Raitt Street
Santa Ana, CA 92704
(714) 558-5661

PROGRAM TITLE: Computer Literacy

District: Monterey Peninsula Unified
County: Monterey

DESCRIPTION

This program is an effort to provide computer skills to all students at 29 schools in the district. Computer terminals at a variety of locations are available around the clock, and instruction booklets lead the students through an instructional program that makes them skillful at basic computer use. If the student chooses to go farther, there are advanced materials to help, and the student may go on to write original programs in the basic language.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Materials are generally available at cost; some are available at no charge. Visitors are welcome by appointment. Consulting services are available.

SUPPORTING CATEGORIES

Personalized Learning
Special Needs of Students
Competency-Based Instruction
Career and Occupational Development

FINANCIAL REQUIREMENTS

Local funds; $50,000 to start; about $4,000 a year to serve 16,000 students and staff

TARGET AUDIENCE

Students in kindergarten through grade 12

PROGRAM EVALUATION

The program is not used to teach content. "Computer literacy" is the goal. The machines are in constant use. Students are more familiar with computers.

MATERIALS USED

Booklets and manuals, computer terminals, and an HP200E computer

CONTACT PERSON

Robert B. DeWeese
Director of Program Planning
Monterey Peninsula Unified
School District
P.O. Box 1031
Monterey, CA 93940
(408) 649-7011

PROGRAM TITLE: Consumer and Family Studies

School: Morse Senior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

Evenly balanced between male and female students, this program teaches survival skills so that students can take care of themselves after they leave home, and it teaches them to assume responsibility for their own behavior as conscientious citizens. Pupils demonstrate their abilities through such task-oriented activities as decorating a cake, planning a barbecue, and boning a cornish game hen. Counselors work closely with teachers and students to plan and update curriculum units, and the program includes a wide variety of learning activities.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Special Needs of Students
Decision Making
Personal Develop[illegible] Skills
Competency-Based [illegible]truction

TARGET AUDIENCE

Students in grades 10 through 12

MATERIALS USED

Curriculum units, study trips, guest speakers, and TV programs

SERVICES AVAILABLE

Not applicable

FINANCIAL REQUIREMENTS

There are no excess costs. The food program costs about $16 per year per student. Supplemental funds are provided through various student activities.

PROGRAM EVALUATION

-Lower absence rates for this class than for the school as a whole
-High demand of students to enroll in classes
-Lowest dropout rate in these classes

CONTACT PERSON

Leonard Sherr, Principal
Morse Senior High School
6905 Skyline Drive
San Diego, CA 92114
(714) 262-0763

PROGRAM TITLE: Consumer and Homemaking Education

School: Azusa High
District: Azusa Unified
County: Los Angeles

DESCRIPTION

Enrolling more than half of the students at Azusa High High School, the Consumer and Homemaking Education program uses a wide variety of materials and techniques to teach students skills and knowledge that will be of practical use to them in managing their money, time, and homes. The program consists of 14 classes, each of which emphasizes a different living skill, such as infant care or personal budgeting.

MAJOR CATEGORY

Personal Development Skills

SUPPORTING CATEGORIES

Personalized Learning
Positive Climate for Learning
Living Skills
Values Clarification

TARGET AUDIENCE

Students in grades 10 through 12

MATERIALS USED

Primarily teacher-made "hands-on" materials

SERVICES AVAILABLE

Materials are available free of charge. Visitors are welcome by appointment. Training can be conducted, and consultation services are available.

FINANCIAL REQUIREMENTS

Local funds and Vocational Education Act, Part F, funds

PROGRAM EVALUATION

Pretesting and post-testing are conducted. Program enrollment is remaining steady, though school enrollment is declining. Recently, the program was made a graduation requirement, and so enrollment will increase to 100 percent of the students.

CONTACT PERSON

Shelby Kostman
Department Chairperson
Azusa High School
240 North Cerritos Avenue
Azusa, CA 91702
(213) 967-6211, Ext. 300

PROGRAM TITLE: Consumer Education

School: Rio Americano High
District: San Juan Unified
County: Sacramento

DESCRIPTION

The one-semester Consumer Education course at Rio Americano High School is divided into three six-week sections in business, home economics, and social studies and covers the full range of topics from macroeconomic theory to household budget management, insurance, car buying, and the use of credit. Students spend one hour and 50 minutes in class twice a week and one hour for one day a week. The program makes use of field trips, resource people, product displays and testing, simulations, and self-analysis.

MAJOR CATEGORY

Integrated/Interdisciplinary Education

SERVICES AVAILABLE

A 100-page curriculum guide is available for a small charge. Visitors are welcome by appointment. Consultation services are available.

SUPPORTING CATEGORIES

Living Skills
Personal Development Skills
Values Clarifications
Special Needs of Students

FINANCIAL REQUIREMENTS

HUD grant of $45,000; stipends for teachers to meet for two weeks in the summer to work on curriculum

TARGET AUDIENCE

Students in grades 11 and 12

PROGRAM EVALUATION

A competency test normed throughout the district

MATERIALS USED

Community resources, teacher-developed materials, games and puzzles, simulations, field trips, and AV materials

CONTACT PERSON

Lloyd O. Snelson, Principal
Rio Americano High School
4540 American River Drive
Sacramento, CA 95825
(916) 484-2441

PROGRAM TITLE: Continuous Progress

School: Clovis West High
District: Clovis Unified
County: Fresno

DESCRIPTION

The objective of this project is to have 90 percent of the students at grade level at the end of the academic year. Students are tested three times a year (September, January,and June) in reading, math, and language. The learning director and teacher go over each student's scores and prescribe individual contracts and learning situations for each student. The school schedule is divided into two- and three-hour blocks. The individual student prescriptions and individual and group progress are regularly reviewed by the principal and district office personnel, reflecting the district's commitment to the program. Academic and activity competition is part of the program.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

The district office has materials available free of charge. Visitors are welcome by appointment. Staff members can attend conferences.

SUPPORTING CATEGORIES

Positive Climate for Learning
Special Needs of Students
Competency-Based Instruction

FINANCIAL REQUIREMENTS

A total of $7 per student for materials

TARGET AUDIENCE

Students in grades 7 through 10

PROGRAM EVALUATION

Pretesting and post-testing are done three times per year. The program is moving to continuous testing. Individual student performance objectives are used.

MATERIALS USED

Test Grade Level Estimate, involving teachers, specialists, and the principal

CONTACT PERSON

Bill Noli, Principal
Clovis West High School
1070 East Teague Avenue
Fresno, CA 93710
(209) 431-6600

PROGRAM TITLE: Cooperative Work Experience

School: Central Valley High
District: Shasta Union High
County: Shasta

DESCRIPTION

Students in this work experience program work as secretaries in the community, are paid, and receive class instruction as a supplement to their work. Students are rated by both their teacher and supervisor.

MAJOR CATEGORY

Use of Community Resources

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Vocational Education
Competency-Based Instruction
Special Needs of Students
Career and Occupational Education

FINANCIAL REQUIREMENTS

Cost of the coordinator

TARGET AUDIENCE

High school students

PROGRAM EVALUATION

-Standardized tests
-Questionnaires for employer
-Employer evaluations
-Student evaluations

MATERIALS USED

Not applicable

CONTACT PERSON

Marjory Tenney, Coordinator
Central Valley High School
4066 La Mesa Street
Central Valley, CA 96019
(916) 275-1543

PROGRAM TITLE: Counseling

School: Simi Valley High
District: Simi Valley Unified
County: Ventura

DESCRIPTION

The counseling services at Simi Valley High School use the management by objective approach to keep communication going between teachers and counselors and to identify students who most need counseling. A substantial effort is made to involve parents in a family counseling approach. Needs assessments are used to aid staff, and inservice training is provided to assist teachers in identifying student needs.

MAJOR CATEGORY

Adult Advisor

SERVICES AVAILABLE

Limited materials are available at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Decision Making
Special Needs of Students
Personal Development Skills

FINANCIAL REQUIREMENTS

No additional cost

TARGET AUDIENCE

A total of 2,500 students in grades 10 through 12

PROGRAM EVALUATION

Pretesting and post-testing results indicate positive growth in students who have problems. The school psychologist's records show substantial change.

MATERIALS USED

Not applicable

CONTACT PERSON

Joe Sluder, Vice-Principal
Simi Valley High
5400 Cochran
Simi Valley, CA 93063
(805) 526-0330

PROGRAM TITLE: Counseling Program

School: South Tahoe High
District: Lake Tahoe Unified
County: El Dorado

DESCRIPTION

South Tahoe High School has an ongoing counseling program in which selected students are trained in counseling techniques and then act as counselors to students who are having problems. The process is monitored closely to ensure that prompt solutions are found to problems, that serious problems are referred to professionals, and that clients do not become dependent on their counselors. Students may remain counselors as long as they meet the specifically stated criteria.

Emphasis is on newcomers. Student counselors receive training related to self-awareness, laws relating to juveniles, counseling skills, and community resources.

MAJOR CATEGORY

Counseling

SERVICES AVAILABLE

Printed materials are available free of charge. Visitors are welcome by appointment. Project staff members can attend conferences if their expenses are covered.

SUPPORTING CATEGORIES

Special Needs of Students
Peer Counseling
Positive Climate for Learning
Decision Making

FINANCIAL REQUIREMENTS

No extra cost to district

TARGET AUDIENCE

Students in grades 9 through 12

PROGRAM EVALUATION

-Formal evaluation in the planning stages
-High turnover; 220 new students
-Extensive informal assessments
-Opinion survey

MATERIALS USED

None

CONTACT PERSON

Susanne Stuck, Counselor
South Tahoe High School
P.O. Box 8436
South Lake Tahoe, CA 95731
(916) 541-4111

PROGRAM TITLE: Cross-Age Tutoring

School: Will C. Wood Junior High
District: Vacaville Unified
County: Solano

DESCRIPTION

Ninth grade students are selected to serve as tutors to seventh graders who are reading at the fourth grade level or below. A junior high counselor writes up a remediation plan for each student, and the tutors attend a summer school program to prepare them for the fall tutoring. The program starts with 20 tutors and 20 tutees, and the counselor meets every week with the tutors to check progress. The tutees stay in the program for a minimum of one semester and a maximum of two. Tutors prepare weekly lesson plans for the tutees. Tutors selected are usually average students, because experience has shown that top students do not ordinarily make good tutors. The tutor is involved in a parent conference with each tutee and the counselor.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available at cost from the school. Visitors are welcome by appointment. The program should be visited to gain the proper perspective.

SUPPORTING CATEGORIES

Special Needs of Students
Diagnostic/Prescriptive Education
Cross-Age Grouping
Tutorial Program

FINANCIAL REQUIREMENTS

Start-up funds, $1,100
Annual support, $200

TARGET AUDIENCE

Seventh grade students with 4th grade or lower reading ability; 9th grade tutors

PROGRAM EVALUATION

Observation and testing; pretesting and post-testing; three-year growth in reading in one year

MATERIALS USED

Commercial materials

CONTACT PERSON

Lou Blouw, Project Director
Will C. Wood Junior High School
998 Marshall Road
Vacaville, CA 95688
(707) 448-8466

PROGRAM TITLE: Culturally Different Gifted Program in the Junior High School English/Social Studies Block

School: Roosevelt Junior High
District: Glendale Unified
County: Los Angeles

DESCRIPTION

Roosevelt Junior High School conducts a supplemental program which provides additional instruction for students identified as gifted, including some students who are culturally different, and whose language or cultural differences would not normally allow them to qualify as gifted. It consists of individualized and varied size group instruction within the regular classroom setting of about 25 students, making good use of community resources, educational trips, and numerous sociometric experiences.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

No materials are available. Visitors are welcome by appointment. A teacher might be able to get MGM funds to attend conferences.

SUPPORTING CATEGORIES

Academic Program
Basic Skills
Personalized Learning
Cross-Age Grouping

FINANCIAL REQUIREMENTS

No excess funding except some MGM money

TARGET AUDIENCE

Gifted students in grades 7 through 9

PROGRAM EVALUATION

Subjective evaluation of staff and testing of participating students:
-Parent survey
-Teacher evaluation
-Student survey--ongoing discussion

MATERIALS USED

Standard state texts, locally-prepared material, AV materials, simulation games, and supplemental materials, such as scholastic publications

CONTACT PERSON

Helen Shareck, MGM Coordinator
Columbus School
425 West Milford Avenue
Glendale, CA 91203
(213) 247-7722

PROGRAM TITLE: Department Chairpersons Council

School: Redwood High
District: Tamalpais Union High
County: Marin

DESCRIPTION

A single group, the Department Chairpersons Council (DCC), is solely responsible for making all policy decisions which affect the instructional program either directly or indirectly. Formal rules govern all actions, and all phases of the school community are represented, including administration, heads of all departments, students, and community members. Eighteen members are currently on the council. All members except the administration are elected by their constituency. The principal chairs the group and has no vote but does have veto power. The Agenda Committee and Rules Committee are standing committees. Voting may be weighted in various ways, at the discretion of the DCC.

MAJOR CATEGORY

Decision Making

SUPPORTING CATEGORIES

Community Involvement

TARGET AUDIENCE

Elected council members, who make decisions which affect the entire school community

MATERIALS USED

Not applicable

SERVICES AVAILABLE

Sample minutes, agendas, and procedural and descriptive documents are available from the principal. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No extra costs

PROGRAM EVALUATION

-No formal evaluation
-Support by administrators, teachers, students, and the community

CONTACT PERSON

Don Kreps, Principal
Redwood High
Doherty Drive
Larkspur, CA 94939
(415) 924-6200

PROGRAM TITLE: Diagnostic/Prescriptive Education

School: Ben Franklin Junior High
District: San Francisco Unified
County: San Francisco

DESCRIPTION

Benjamin Franklin Junior High has a broad-based program which incorporates intensive diagnosis and prescription into the language arts, social science, and mathematics curriculums.

Ongoing inservice training and planning meetings develop staff skills in assessing student needs and providing a greater variety of learning experiences. A series of nine-week mini-courses has been established. Academic classes are clustered at grade levels 7 and 9. Reading and math labs operate at all grade levels.

Extensive bilingual education programs for a variety of language groups operate at all grade levels.

MAJOR CATEGORY

Diagnostic/Prescriptive Education

SERVICES AVAILABLE

Materials are available at cost. Visitors are welcome by appointment. Consultation services are available. A media presentation in Chinese and English can be borrowed. A free introductory pamphlet is available.

SUPPORTING CATEGORIES

Special Needs of Students
Positive Climate for Learning
Mini-courses
Options in Learning
Bilingual Education (Spanish, Chinese, Korean, Vietnamese)

FINANCIAL REQUIREMENTS

SB 90:	$ 75,600
SB 420:	$121,000
ESAA Pilot:	$180,000
District Bilingual:	$ 99,000
AB 2284:	$ 33,240
District Funds	

TARGET AUDIENCE

Students in grades 7 through 9

PROGRAM EVALUATION

Surveys; SB 90 evaluation; pretesting and post-testing (standardized) of all grade levels each year; external evaluation; content attitude testing sociograms

MATERIALS USED

A wide variety

CONTACT PERSON

Shirley Thornton, Principal
Benjamin Franklin Junior High
1430 Scott Street
San Francisco, CA 94115
(415) 567-7913

PROGRAM TITLE: DPT Secondary (Diagnostic/Prescriptive Teaching)

School: O'Farrell Junior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

Performance objectives for math, reading, and English were developed through a series of teacher workshops, and now students participate in diagnostic/prescriptive laboratory sessions three times a week. Detailed records are kept on each student, and each receives as much individual attention as is necessary to achieve minimum competencies. Laboratory sessions involve fewer students than the regular classrooms and are held twice a week.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Staff Development
Special Needs of Students
Competency-Based Instruction
Diagnostic/Prescriptive Education

FINANCIAL REQUIREMENTS

ESEA, Title I, money and additional costs for aides, workshops, materials, and clerical help

TARGET AUDIENCE

Students in grades 7 through 9

PROGRAM EVALUATION

Parent and teacher evaluation; Comprehensive Test of Basic Skills scores; and profiles on each student

MATERIALS USED

The usual variety of materials, plus teacher-made materials

CONTACT PERSON

Barbara Wells, Vice-Principal
O'Farrell Junior High
6130 Skyline Drive
San Diego, CA 92114
(714) 262-7581

PROGRAM TITLE: Educational/Cultural Enrichment

School: Oroville High and Las Plumas High
District: Oroville Union High
County: Butte

DESCRIPTION

The Oroville Union High School District offers an extensive series of mini-courses and short presentations and programs on a wide variety of subjects in four general categories: cultural/entertainment, informational, inspirational, and career guidance. Films, panels, speakers, demonstrations, field trips, and participatory activities are used. Most programs are scheduled during the school day, and students may attend them during their unscheduled period or may attend with their class. Last year, 222 programs were offered, with a total attendance of 28,542.

MAJOR CATEGORY

Options in Learning

SUPPORTING CATEGORIES

Positive Climate for Learning
Career and Occupational Development
Use of Community Resources
Living Skills

TARGET AUDIENCE

Students in grades 9 through 12, parents, and community members

MATERIALS USED

Films, TV, other AV equipment

SERVICES AVAILABLE

Materials are available at cost. Visitors are welcome by appointment. The staff has limited availability for conferences.

FINANCIAL REQUIREMENTS

The total cost is $12,000 to $13,000, which includes the coordinator's salary and small fees or mileage reimbursements for resource persons.

PROGRAM EVALUATION

The results of a student questionnaire were very positive. The results of a teacher questionnaire were very positive. The school board, which reviews the program each year, has been very supportive.

CONTACT PERSON

Richard Boyd, Superintendent
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95965
(916) 533-8777

PROGRAM TITLE: Educational Telephone Conferencing

School: Lone Star Elementary
District: Sanger Unified
County: Fresno

DESCRIPTION

Sanger Unified School District has made arrangements with the phone company to provide in classrooms phone jacks and a conferencing unit equipped with a loudspeaker and several microphones which allows a classroom of students to converse with anyone who can be called. This allows community resource people and even people from outside the community, such as government leaders in Sacramento and Washington, to speak directly with students in class without having to leave their home or office. Such calls are planned and arranged for in advance and fit into the school's extensive community outreach program.

The equipment can be used also for inservice training of staff via guest speakers.

MAJOR CATEGORY

Use of Community Resources

SUPPORTING CATEGORIES

Positive Climate for Learning
Community Involvement
Educational Technology
Academic Program
Inservice Training--Staff

TARGET AUDIENCE

-Students at all grade levels
-Staff

MATERIALS USED

Telephone conferencing unit and phone jacks

SERVICES AVAILABLE

Visitors are welcome by appointment, or interested persons may call.

FINANCIAL REQUIREMENTS

Funded by district; $14 per month for rental; $10 for each jack installed; costs of phone calls

PROGRAM EVALUATION

-Teacher and student acceptance is high.
-No evaluation is conducted.
-Taped class presentations are available.

CONTACT PERSON

Bob Kirchner, Principal
Lone Star Elementary School
2617 South Fowler Avenue
Fresno, CA 93725
(209) 268-8064

PROGRAM TITLE: ELP: Extended Learner Program

School: John Muir Junior High
District: San Jose Unified
County: Santa Clara

DESCRIPTION

The Extended Learner Program provides a broadened program for gifted students, freeing them from activities and providing opportunities to go significantly beyond the experiences possible in the regular classes. Students progress at their own rates, following an individualized and personalized course of study which is qualitatively different from the regular program. Also featured are flexibility of time and mode of learning units, emphasis on higher levels of thinking, the use of community resources, parent involvement, and weekly seminars. Students are encouraged to go out into the community to seek study resources.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Special Needs of Students
Diagnostic/Prescriptive Education
Alternative Education

FINANCIAL REQUIREMENTS

Additional costs are met through MGM funds.

TARGET AUDIENCE

Gifted students in grades 7 through 9

PROGRAM EVALUATION

Surveys of students, parents, and teachers

MATERIALS USED

The emphasis is on students' conducting research and developing their own materials.

CONTACT PERSON

[illegible]l Garrett, Vice-Principal
John Muir Junior High
1260 Branham Lane
San Jose, CA 951[illegible]8
(408) 998-6281

PROGRAM TITLE: Employer-Based Career Guidance

District: Santa Maria Joint Union High
County: Santa Barbara

DESCRIPTION

The Employer Based Career Guidance Program conducted at the Santa Maria Joint Union High School District in conjunction with the Office of the Santa Barbara County Superintendent of Schools was designed to expand the career awareness of high school students by increasing the number of hours and improving the quality of career/vocational counseling with a minimum cost to the district. The focal point of the project is the development of a cadre of business, government, and industrial representatives to function as volunteer community career counselors (CCC) and provide career guidance for students as an adjunct to the regular school counseling program. These counselors receive nine hours of inservice training in techniques of developing rapport, relating job market information, and planning careers. Students meet with their school counselors after receiving the results of their career planning inventory and, working with them, select a CCC from the career cluster in which they have an interest. One-to-one counseling sessions are conducted at the place of employment of the CCC to provide a "world of work" environment. Critiques of the session are completed by both the student and the CCC and returned to the school to provide continuing feedback for the school counselor.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

A materials package is available at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Counseling
Decision Making
Personal Development Skills
Living Skills

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

Students in grades 9 through 11

PROGRAM EVALUATION

Not applicable

MATERIALS USED

Career planning profiles, brochures, information, and teacher-prepared materials

CONTACT PERSON

Hector Chavarria
Director of Career Education
Santa Maria Joint Union High School District
829 South Lincoln
Santa Maria, CA 93454
(805) 922-4573

PROGRAM TITLE: English as a Second Language

School: John Muir High
District: San Jose Unified
County: Santa Clara

DESCRIPTION

This program includes a variety of activities designed to prepare non- or limited-English-speaking students to move into the regular classes. Among the numerous objectives are to teach the students about the school and community, to provide information and encourage positive attitudes about the United States, to provide tutoring for students who are deficient in any academic area, and to provide a buddy system for each student. Progress is based totally on performance; and heavy emphasis is placed on reading, writing, and speaking English, while encouraging the students to value and preserve their cultural heritage.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Limited materials are available at cost.

SUPPORTING CATEGORIES

Diagnostic/Prescriptive Education
Basic Skills
Living Skills
Academic Program

FINANCIAL REQUIREMENTS

There is no extra cost. A total of $300 was allocated as start-up money. Some federal money was received to be used exclusively for Indo-Chinese refugees.

TARGET AUDIENCE

Non- and limited-English-speaking students in grades 9 through 12

PROGRAM EVALUATION

Pretesting and post-testing, monthly conferences with each student, weekly checksheets for grammar and reading achievement, and assessments of oral fluency and listening skills

MATERIALS USED

Textbooks, workbooks, and teacher-prepared materials

CONTACT PERSON

Hal Garrett, Vice-Principal
John Muir Junior High School
1260 Branham Lane
San Jose, CA 95118
(408) 998-6281

PROGRAM TITLE: Equal Opportunity in the Classroom

School: Bret Harte Junior High
District: Hayward Unified
County: Alameda

DESCRIPTION

At Bret Harte Junior High, teachers participate in a voluntary classroom visiting program in which each teacher visits a number of other staff members in a non-evaluative way and fills out a feedback sheet which is descriptive in nature. In this way teachers maintain their familiarity with the total school process and have a broad perspective which assists them in curriculum planning.

MAJOR CATEGORY

Staff Development

SERVICES AVAILABLE

Materials are available from the Office of the Los Angeles County Superintendent of Schools.

SUPPORTING CATEGORIES

Positive Climate for Learning

FINANCIAL REQUIREMENTS

A total of $400 from the district; three substitutes twice a week; four minimum days

TARGET AUDIENCE

Teachers

PROGRAM EVALUATION

Statistical data are available from the Office of the Los Angeles County Superintendent of Schools. Evaluations consist of personal comments and observation.

MATERIALS USED

Observation work sheets from the Los Angeles County Superintendent of Schools, forms 604-011 and EOC-105

CONTACT PERSON

Gary Osborne, Teacher
Bret Harte Junior High School
P.O. Box 5000
Hayward, CA 94540
(415) 881-2864

PROGRAM TITLE: ERMS: Education Resources Management Team

School: Everett Junior High
District: San Francisco Unified
County: San Francisco

DESCRIPTION

Education Resources Management Team is a systems approach which sets up and maintains a decision-making model involving parents, students, and teachers. Various representatives of all these groups meet in numerous committees to assess school needs, establish goals and objectives, create new programs, and evaluate the curriculum. As a result of this approach, Everett has established minimum proficiency standards for students, and students may be promoted at any time during the school year when they have reached these standards. In addition, ERMS has developed a number of other programs which deal with counseling, multicultural education, career education, tutoring, and programs for the gifted.

MAJOR CATEGORY

Positive Climate for Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Personalized Learning
Competency-Based Instruction
Special Needs of Students
Community Involvement

FINANCIAL REQUIREMENTS

A total of $1,900 per year

TARGET AUDIENCE

Students in grades 7 through 9, parents, and teachers

PROGRAM EVALUATION

-Surveys
-Comprehensive Test of Basic Skills

MATERIALS USED

Learning activity packets and locally developed and commercial materials

CONTACT PERSON

Marianne Cotter, Principal
Everett Junior High
450 Church Street
San Francisco, CA 94114
(415) 863-6824

PROGRAM TITLE: ESL (High Intensity)

School: Fullerton High
District: Fullerton Union High
County: Orange

DESCRIPTION

Non-English-speaking and limited-English-speaking students receive intensive instruction in English so that they will be able to move into a bilingual program as soon as possible and then into the regular program. Since these students are usually new to the country, activities are designed to meet their everyday needs, such as learning shopping skills, cultural values and customs, money management, government, music, dance, art, and sports.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Basic Skills
Personal Development Skills
Values Clarification
Decision Making

FINANCIAL REQUIREMENTS

Regular district funds

TARGET AUDIENCE

Approximately 60 non-English- and limited-English-speaking students, most of whom are new to the United States

PROGRAM EVALUATION

Almost all students have been able to enter the regular program.

MATERIALS USED

Teacher-made materials

CONTACT PERSON

Betty Book, Assistant Principal
Fullerton High School
201 East Chapman Avenue
Fullerton, CA 92634
(714) 871-9000

PROGRAM TITLE: Family and Consumer Studies Computerized Data Bank

District: San Juan Unified
County: Sacramento

DESCRIPTION

The San Juan District has established a computerized data bank which allows quick identification and retrieval of information and publications relating to family and consumer studies. The home economics department was the first to use the computer for educational purposes. The goals and objectives for each class, along with strategies, resources, and evaluations for each, are stored in the computer. This system allows for constant updating, which is especially important for the ever-changing resources.

MAJOR CATEGORY

Staff Development

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Education Technology

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

High school students and teachers in family and consumer economics

PROGRAM EVALUATION

-Highly rated by teachers
-Heavy use of data bank

MATERIALS USED

Univac 9480 computer

CONTACT PERSON

Patricia Reitter
Home Economics Consultant
Bella Vista High School
8301 Madison Avenue
Fair Oaks, CA 95628
(916) 484-2266

PROGRAM TITLE: Flexible Scheduling

School: Standard Intermediate
District: Standard Elementary
County: Kern

DESCRIPTION

Standard Intermediate School provides an atmosphere and program designed to teach basic skills and to provide an opportunity for its students to explore a wide variety of studies. Students schedule themselves, and their interests are reflected in the curriculum. The parents and community are supportive, and the school has numerous learner options, many of them tailored to the needs of individual students. Teachers, administrators, students, and the community are mutually supportive.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

A course catalog and slide-tape show are available. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Articulation
Special Needs of Students
Options for Learning
Decision Making
Environmental Education

FINANCIAL REQUIREMENTS

Regular school funds are used. Some items are purchased with student-raised funds.

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

-Informal.
-Students have shown growth in math, English, and reading over the previous period.
-Vandalism has decreased significantly.
-A large cross-section of parents has indicated enthusiastic support for the program.

MATERIALS USED

Basic school materials for an intermediate school

CONTACT PERSON

La Mont Skiby, Principal
Standard Intermediate School
1200 North Chester Avenue
Oildale, CA 93308
(805) 399-2931

PROGRAM TITLE: Foreign Language Immersion Camps

District: San Juan Unified
County: Sacramento

DESCRIPTION

For the past three years, students in Spanish, French, and German classes at several high schools in the San Juan District have attended separate camps in which only the designated language is spoken. To be eligible, the students must have passed one year of the language and agree to speak only that language while at the three-day camp. Students who are native speakers of the languages and who attend colleges in the area and language professors lend authenticity to the experience, which simulates an actual trip to the foreign country. At the "border" of the camp, students show their passports, undergo an interrogation in the language, and have their luggage searched. They participate in cooking classes, art and history classes, outdoor sports and nature study, music, and craft activities.

MAJOR CATEGORY

Positive Climate for Learning

SERVICES AVAILABLE

Materials and reports are available for reproduction for mailing costs. Visitors are welcome by appointment. The staff is available to attend conferences.

SUPPORTING CATEGORIES

Academic Program
Special Needs of Students
Use of Community Resources
Personalized Learning

FINANCIAL REQUIREMENTS

Minimal additional expense is required. Students pay part of their costs.

TARGET AUDIENCE

Foreign language students in high school

PROGRAM EVALUATION

-Surveys of students and teachers have been conducted: 100 French students, 100 Spanish students, and 90 German students in third or fourth year of study.
-Surveys indicate support from all groups.

MATERIALS USED

A wide variety of instructional materials, all in the student's native language

CONTACT PERSON

Cornelia Whitaker, Curriculum Director
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 484-2204

PROGRAM TITLE: Fourth-Year Diploma

School: Pacific Shores High
District: South Bay Union High
County: Los Angeles

DESCRIPTION

The purpose of this program is to keep in school students who are seriously deficient in course work and who are in danger of dropping out of school. Enrollment is limited, and diagnostic tests given to each student determine what courses and instruction he or she will receive. Students must complete a minimum of eight one-semester courses in order to qualify for the special diploma, and attendance must be at least 80 percent. Reading proficiency must be at the 8th grade level by the time of graduation. Instruction is concentrated on basic academic skills, and student performance determines progress.

MAJOR CATEGORY

Special Needs of Students

SUPPORTING CATEGORIES

Dropout Prevention
Personalized Learning
Basic Skills
Learning Disabilities

TARGET AUDIENCE

Students in grade 12

MATERIALS USED

A wide variety of materials

SERVICES AVAILABLE

A materials packet will be sent on request. Visitors are welcome by appointment. District staff can attend conferences, with expenses partially paid by the requesting district.

FINANCIAL REQUIREMENTS

No additional funding beyond the regular budget

PROGRAM EVALUATION

Standardized criterion-referenced tests (pretests and post-tests) are used. It has been demonstrated that the program will hold 50 percent of those who otherwise would drop out.

CONTACT PERSON

Vincent Rothemich, Counselor
Pacific Shores High School
325 South Peck Avenue
Manhattan Beach, CA 90266
(213) 379-5421, Ext. 321

PROGRAM TITLE: HOSTS (Help One Student to Succeed):
Cross-Age and Community Volunteer Tutoring

District: Woodland Joint Unified
County: Yolo

DESCRIPTION

The HOSTS program operates from a reading resource center containing a wide variety of instructional materials and audiovisual equipment designed to effect reading improvement.

A reading specialist is most significant to this program. He or she acts as a building consultant in reading and is responsible for the diagnosis of and prescriptions for individual children and for conducting staff and volunteer training workshops on techniques of operating an individualized reading program.

A criterion-referenced test is administered to each child, and from this a reading profile is developed. Individualized lessons are then developed from the student's profile.

A basic element of the HOSTS program is the efforts of volunteers drawn from the community and high school students who have signed up for HOSTS. These volunteers tutor students on a one-to-one basis, carrying out the prescription made by the specialist teacher.

The program is currently being used in five elementary schools. Plans are in progress to extend the program to the two junior high schools.

The program is modeled after the one that was initially developed in the Vancouver, Washington, school district. It is still in practice there.

MAJOR CATEGORY

Special Needs of Students

SUPPORTING CATEGORIES

Personalized Learning
Diagnostic/Prescriptive Education
Competency-Based Instruction
Positive Climate for Learning
Use of Community Resources

TARGET AUDIENCE

Students in grades K-6 are tutored by students in grades 10-12 and community volunteers.

MATERIALS USED

Fountain Valley diagnostic materials; Wisconsin Design materials; HOSTS program materials; other commercial and teacher-prepared materials

SERVICES AVAILABLE

Visitors are welcome by appointment. Materials and further information are available from Bill Gibbons, Director of HOSTS, Vancouver School District, 5802 MacArthur Boulevard, Vancouver, WA 98661.

FINANCIAL REQUIREMENTS

Title I and SB 90 funds; no excess costs other than a small discretionary fund budget for each teacher

PROGRAM EVALUATION

Comprehensive Test of Basic Skills scores indicate an average of 1-1/2 months' growth for each month of instruction.

CONTACT PERSON

Lee Ferrendelli, HOSTS Coordinator
Maxwell Elementary School
50 Ashley Street
Woodland, CA 95695
(916) 662-1784

PROGRAM TITLE: Human Relations

School: Mount Miguel High
District: Grossmont Union High
County: San Diego

DESCRIPTION

Improvement in human relations skills is fostered throughout the entire program at Mount Miguel High School by holding three workshops per year, open to teachers, students, and parents, which deal with intergroup understanding. Simulation games and value clarification activities are used throughout the year to refine what is learned at the seminars. Multi-cultural luncheons are held.

MAJOR CATEGORY

Values Clarification

SUPPORTING CATEGORIES

Living Skills
Personal Development
Positive Climate for Learning
Special Needs of Students

TARGET AUDIENCE

Students in grades 9 through 12 and teachers

MATERIALS USED

Purchased and teacher-written simulation games and value clarification materials

SERVICES AVAILABLE

Limited materials are available at no cost. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Little extra cost except for teacher substitutes

PROGRAM EVALUATION

-Increased student leadership participation has been noted.
-Participants' attitudes have been excellent.
-The response to attending classes has been overwhelming.
-A critique sheet at each workshop shows excellent results. No negative comments have been made in over four years.

CONTACT PERSON

Bob Sanders, Counselor
Mount Miguel High
1800 Sweetwater Road
Spring Valley, CA 92077
(714) 463-5551

PROGRAM TITLE: Individually Guided Education

School: Redondo High
District: South Bay Union High
County: Los Angeles

DESCRIPTION

This project uses the Kettering Foundation approach to provide personalized attention and individual counseling as an avenue of dropout prevention. A daily two-hour block of time in a regular classroom setting is used for Individually Guided Education (IGE) students in French and World History. Monthly field trips are also an important part of the program to build positive attitudes and self-esteem. Student progress is evaluated in terms of informal assessment by teachers and counselors and academic progress. Special staff skills are necessary to the program and are acquired through the Kettering Foundation IGE training program.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Positive Climate for Learning
Interdisciplinary Education
Dropout Prevention
Counseling

TARGET AUDIENCE

Identified students in grades 9-12; classes kept to about 14

MATERIALS USED

The usual media and materials are used. Good use is made of magazines, many in French.

SERVICES AVAILABLE

Visitors are welcome by appointment. Information on this program is available from the Kettering Foundation IGE Training Program.

FINANCIAL REQUIREMENTS

No additional funds are required.

PROGRAM EVALUATION

Evaluation is based on interviews involving students and teachers and administration and students. Teachers are highly supportive of this program, even though in some instances it adds to their class loads. Many students return to regular classes after being in this program.

CONTACT PERSON

Kathryn Pinaguy, IGE Teacher
Redondo High School
631 Vincent Park
Redondo Beach, CA 90277
(213) 379-5421

PROGRAM TITLE: Individualized Inservice Training

School: Orville High and Las Plumas High
District: Oroville Union High
County: Butte

DESCRIPTION

Oroville High School has a professional development program for teachers with ten or more years of experience and 60 or more units beyond the B.A. In this plan substitutes are provided for eight full days, two each month for four months, so the regular teacher can participate in his or her own personal plan of professional achievement. These plans are worked out in advance with the consultation of professors of education from California State University, Chico.

MAJOR CATEGORY

Staff Development

SUPPORTING CATEGORIES

Personal Development Skills
Positive Climate for Learning

TARGET AUDIENCE

Teachers

MATERIALS USED

Individually developed in relation to identified goals

SERVICES AVAILABLE

Limited materials are available at no charge. Contacts are welcome. Staff availability at conferences is possible, but limited.

FINANCIAL REQUIREMENTS

Substitute time and estimated total cost of $450 per participant paid by district

PROGRAM EVALUATION

-Participant reaction is very favorable. The program is planned to continue, subject to available funds.
-Personal goals are established at the beginning for each participant--with time schedules.
-Follow-up is conducted to determine the degree of goal achievement.

CONTACT PERSON

Richard Boyd, Superintendent
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95965
(916) 533-8777

PROGRAM TITLE: Individualized Instruction

School: Duncan-Russell Continuation
District: Tracy Joint Union High
County: San Joaquin

DESCRIPTION

The purpose of the total program at Duncan-Russell is to give students minimum academic skills and saleable work skills and improve their social skills. There is a democratic relationship among the students, teachers, and administrators; and the school's main objectives are accomplished by group decisions rather than by individuals. Graduation requirements are based on competencies. The staff, programs, and schedule are flexible to meet student needs.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Materials are available at cost; visitors are welcome by appointment; training is conducted at the school.

SUPPORTING CATEGORIES

Personalized Learning
Basic Skills
Special Needs of Students
Living Skills

FINANCIAL REQUIREMENTS

The total cost is approximately $110,000 ($1,400 per student).

TARGET AUDIENCE

Students in grades 9-12

PROGRAM EVALUATION

Competency skill tests by individaul teachers
Gates reading tests

MATERIALS USED

Primarily staff-developed materials; field trips and community resources

CONTACT PERSON

Raymond Strong, Principal
Duncan-Russell Continuation High
164 West Grantline Road
Tracy, CA 95376
(209) 835-8000 Ext. 325

PROGRAM TITLE: Individualized Math

School: C. E. Utt Intermediate School
District: Tustin Unified
County: Orange

DESCRIPTION

In this individualized math program, prescriptions are made for each student, but students work together as a group for motivitation. The instructional packets are broken down into one-page exercises in order to give instant reinforcement. Administrators, parents, teachers, and aides form a team to solve problems as they arise; and students work in a laboratory setting for part of their instruction.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Basic Skills
Academic Program
Special Needs of Students
Competency-Based Instruction

TARGET AUDIENCE

310 students in grades 7 and 8

MATERIALS USED

Individual packets and extensive math lab materials

SERVICES AVAILABLE

Materials are available through a "demonstration grant." Vistors are welcome by appointment. Staff is available for consulting.

FINANCIAL REQUIREMENTS

First-year costs were in excess of the regular budget (approximately $17,000 in aide time and $3,000 in materials).

PROGRAM EVALUATION

The Comprehensive Test of Basic Skills is used for pretesting and post-testing. Students have improved from 60% above the 50th percentile to 80% above the 50th percentile. The average gain per student was 22 months.

CONTACT PERSON

Jay Ingall, Principal
C. E. Utt Intermediate School
13601 Browning Avenue
Tustin, CA 92705
(714) 544-6190

PROGRAM TITLE: Individualized Math Program

School: Montgomery Junior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

This is a totally individualized math program which pretests students in math skills and identifies those that do not have basic competencies up to the ninth-grade level. These students receive individual assignments, and proceed at their own pace in a math laboratory, receiving much individual attention. The student-teacher ratio is standard size, but the teachers have one aide for every class.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Visitors are welcome by appointment, and limited materials are available without cost to visitors.

SUPPORTING CATEGORIES

Competency-Based Instruction
Positive Climate for Learning
Basic Skills
Special Needs of Students

FINANCIAL REQUIREMENTS

Start-up costs are about $50,000. Ongoing expenses include equipment rental, aides, and secretarial time.

TARGET AUDIENCE

Students in grades 7-9 participate. Of a total of 1,400 students, 80% enrolled in this program, and 20% are in advanced programs. A total of 220 students receive SB 90 (EDY) services.

PROGRAM EVALUATION

Criterion-referenced mastery tests to measure individual student growth; pretests and post-tests for each instructional module

MATERIALS USED

Teacher-constructed learning activity packets and assignment sheets; filmstrips, games, and puzzles; computers, calculators, and other business machines; and class texts and cassettes

CONTACT PERSON

Walter Marshall, Principal
Montgomery Junior High School
2470 Ulric Street
San Diego, CA 92111
(714) 277-1128

PROGRAM TITLE: Individualized Reading and Math Instruction

School: Santa Barbara Junior High
District: Santa Barbara High
County: Santa Barbara

DESCRIPTION

Reading and math instruction at Santa Barbara Junior High School takes place in specialized laboratories which operate on a diagnostic/prescriptive format. Each student receives individual attention and has free access to multi-media instructional aids. The student/adult ratio is 10:1.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Limited materials are available at cost. Visitors are welcome by appointment. Project staff can attend conferences.

SUPPORTING CATEGORIES

Basic Skills
Academic Program
Diagnostic/Prescriptive Education
Competency-Based Instruction

FINANCIAL REQUIREMENTS

ESEA, Title I, funds; $450 per student in addition to the regular allocation

TARGET AUDIENCE

Students in grades 7-9; parents and community people as resource persons

PROGRAM EVALUATION

Comprehensive Test of Basic Skills in the fall and spring; teacher evaluation

MATERIALS USED

Houghton Mifflin, BRL, and SRA materials in math; AV materials; calculators

CONTACT PERSON

LeRoy C. Jones
Title I Chairperson
Santa Barbara Junior High
721 East Cota Street
Santa Barbara, CA 93103
(805) 963-7751

98

PROGRAM TITLE: Intermediate School Counseling

School: Sequoia Intermediate
District: Conejo Valley Unified
County: Ventura

DESCRIPTION

The counseling program at Sequoia Intermediate School concentrates on preventive rather than crisis-oriented counseling. Teachers, students, parents, and counselors meet regularly to work on the problems of individual students, both personal and academic. The counselors do individual testing, as necessary, to assist in specific academic diagnosis and suggest remediations and curriculum adjustment. Annual inservice training sessions are held with staff, by department, to analyze academic needs of students. Needs are determined using item analysis of scores on the Comprehensive Test of Basic Skills. Counselors act as advisors to teachers in curriculum development and to the school administration regarding the total school program.

MAJOR CATEGORY

Positive Climate for Learning

SERVICES AVAILABLE

Visitors are welcome by appointment. Staff members are available to consult if their expenses are paid.

SUPPORTING CATEGORIES

Personal Development Skills
Counseling
Decision Making
Special Needs of Students

FINANCIAL REQUIREMENTS

No additional funds

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

Continuous evaluation by counselors, based on student, teacher, and parent responses

MATERIALS USED

Not applicable

CONTACT PERSON

Richard Johnson, Principal
Sequoia Intermediate School
2855 Borchard Road
Newbury Park, CA 91320
(805) 498-3617

PROGRAM TITLE: ISDC: Individual Student Development Committee

School: Allesandro Junior High
District: Moreno Valley Unified
County: Riverside

DESCRIPTION

The ISD Committee is composed of the vice-principal, three counselors, the school psychologist, the nurse, and any teachers who care to participate on an ongoing basis. The committee meets weekly to consider the cases of individual students who have been referred as having special problems, and the group makes prescriptions for these students from a number of alternatives. Referrals may be made for psychological testing; for placement in LDG, EH, EMR, MGM, and opportunity classes; for special reading programs; or for individual or group counseling.

The committee serves as the formal placement group for many special classes and educational features. However, it also informally will refer a student to a caring human staff member who may save a student from the "Cipher in the Snow" syndrome.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Options in Learning
Positive Climate for Learning
Adult Advisor
Diagnostic/Prescriptive Education

FINANCIAL REQUIREMENTS

Cost of a secretary for three hours a week

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

Informal surveys indicate success.
There is no cost.

MATERIALS USED

Resource specialists and teacher referrals

CONTACT PERSON

Roland J. Dick, Vice-Principal
Allesandro Junior High School
24551 Dracea Avenue
Sunnymead, CA 92388
(714) 653-1141

PROGRAM TITLE: JOBS

School: Tamalpais High
District: Tamalpais Union High
County: Marin

DESCRIPTION

Job Oriented Business Skills is an independent and individualized learning program using teacher-produced learning activity packets (LAPs) in a tutorial method involving teachers and aides. Three sections of 24 students each use self-paced materials in an open entry/exit, continuous progress situation and receive variable credit to complete study in business education vocational subjects. Using a regular class setting, the class places heavy emphasis on student interests, and progress is based on demonstrated competencies. The program is supported by other courses in the curriculum that are open entry so that students leaving the JOBS program can transfer to other electives for partial credit.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Competency-Based Instruction
Vocational Education
Career and Occupational Development
Minicourses

TARGET AUDIENCE

All types of students in grades 10-12

MATERIALS USED

Locally-developed LAPs are the main source of instructional materials; also used are film loops, audiotapes, and other AV materials.

SERVICES AVAILABLE

Materials are available on request at cost. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Start-up funding was vocational Education Act funding, and curriculum workshops are necessary to update the LAPs. Regular district funds are allocated for curriculum development. The program is now supported by regular funds, including funds for one aide.

PROGRAM EVALUATION

Written evaluation (questionnaire) for students
Questionnaire and written comments to employers and former students

CONTACT PERSON

James Hanretty, Principal
Tamalpais High School
Miller Avenue
Mill Valley, CA 94941
(415) 388-3292

PROGRAM TITLE: Language Arts Lab

School: Houge Intermediate
District: Cambrian Elementary
County: Santa Clara

DESCRIPTION

Each student attends the lab a minimum of once a week and is either assigned a work station or chooses one on his or her own. Each station offers instruction in a different skill, and students keep their own progress records, which are checked by the teacher. Students work individually, with a minimum of teacher supervision.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available at a minimal charge. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Academic Program
Diagnostic/Prescriptive Education
Basic Skills

FINANCIAL REQUIREMENTS

The program started with Title IV money and some donations from parents' groups and publishers. More detailed information is available. The cost to maintain the program is minimal.

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

Testing is used. Records show an average growth of 3 years in ability after 2 years in the lab.

MATERIALS USED

Filmstrips, videotapes, AV materials, games, and puzzles

CONTACT PERSON

Robert Custer, Principal
Houge Intermediate School
4115 Jacksol Drive
San Jose, CA 95124
(408) 371-2074

PROGRAM TITLE: Language Lab/Literature Skills

School: Brea-Olinda High
District: Brea-Olinda Unified
County: Orange

DESCRIPTION

Using a combination of traditional methods, team teaching, and individualized instruction, this program emphasizes instruction in basic competencies and fundamental skills. To progress, students must show that they possess minimum skills in 14 separate areas. They must also pass a final exam.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Limited materials are available, at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Basic Skills
Diagnostic/Prescriptive Education
Special Needs of Students

FINANCIAL REQUIREMENTS

No additional cost

TARGET AUDIENCE

Students in grades 10-12

PROGRAM EVALUATION

Student gains are verifiable on pre-tests and post-tests. A subjective evaluation is conducted by students

MATERIALS USED

Programmed texts, audio-tutorial materials, and a wide variety of teacher-developed materials

CONTACT PERSON

Gary Goff, Principal
Brea-Olinda High School
803 East Birch
Brea, CA 92621
(714) 529-3951

PROGRAM TITLE: Learning Skills Center

School: San Jacinto Senior High
District: San Jacinto Unified
County: Riverside

DESCRIPTION

The Learning Skills Center provides students options in the pursuit of curriculum objectives. Students who can work effectively with little supervision may attend the center from two to four periods a day; the students cooperate with their teachers in constructing their own individualized projects. A variety of activities is used, such as classroom instruction, individual and group AV materials, field trips, outside speakers, simulations, games, and laboratory experiences. Individual instruction is given to students when they encounter problems.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Some materials are available at no charge, others at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Integrated/Interdisciplinary Instruction
Diagnostic/Prescriptive Education
Competency-Based Instruction in Basic Skills

FINANCIAL REQUIREMENTS

Funded out of the regular high school budget; some start-up costs

TARGET AUDIENCE

Volunteer students in grades 9-12; students capable of self-directed learning and MGM students

PROGRAM EVALUATION

Student and teacher evaluation; pretesting and post-testing
Learning Skills Center Advisory Council
--parents
--students

MATERIALS USED

Workbooks, filmstrips, videotapes, AV equipment, books, games, puzzles, and so on

CONTACT PERSON

Ken Reed
San Jacinto Senior High School
500 Idylwild Drive
San Jacinto, CA 92383
(714) 654-7374

PROGRAM TITLE: Lower Division English Program

School: Sunny Hills High
District: Fullerton Joint Union High
County: Orange

DESCRIPTION

The purpose of this program is to ensure mastery of basic English skills by the completion of the 10th grade, prior to taking elective courses in the 11th and 12th grade. Students work in ten discrete skills areas, receiving a separate grade and unit of credit for each. Students must demonstrate competency in that area before moving on. The methods vary among the teachers, but common competencies are ensured by using departmentwide criterion-referenced tests.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Materials are provided at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Basic Skills
Special Needs of Students
Options in Learning

FINANCIAL REQUIREMENTS

The program is supported totally with district funds. Release time is provided for developing curriculum materials. A clerical aide to maintain records and assist with students is required.

TARGET AUDIENCE

A total of 1,200 students in grades 9 and 10

PROGRAM EVALUATION

A comparative data process to monitor student progress and provide indicators to teachers on student strengths and weaknesses; ongoing tests

MATERIALS USED

The majority of materials are staff-developed, such as criterion-referenced tests.

CONTACT PERSON

Greg Bise, Assistant Principal
Sunny Hills High School
1801 Warburton Way
Fullerton, CA 92633
(714) 871-2280

PROGRAM TITLE: The McFadden Image

School: McFadden Intermediate
District: Santa Ana Unified
County: Orange

DESCRIPTION

McFadden Intermediate School has a broad program to promote a feeling of pride in students and staff and a positive image in the community. A few of the many aspects of this effort are the promotion of interscholastic sports, interschool math and spelling contests, an orientation assembly for incoming sixth grade students, a minicourse with emphasis on individual and school image, the assignment for each teacher to make a minimum of ten phone contacts with parents, extensive staff development, and use of a parent communication council.

MAJOR CATEGORY

Positive Climate for Learning

SERVICES AVAILABLE

Visitors are welcome by appointment

SUPPORTING CATEGORIES

Parent Education Program
Community Involvement
Use of Community Resources
Staff Development

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

A total of 1,200 students in grades 6-8 and staff and community members

PROGRAM EVALUATION

Parent survey, student survey, staff survey, and high student attendance

MATERIALS USED

Not applicable

CONTACT PERSON

H. L. Hofferbert, Principal
McFadden Intermediate
2701 South Raitt
Santa Ana, CA 92704
(714) 558-5661

PROGRAM TITLE: Mathematics Demonstration Program

School: Pacoima Junior High
District: Los Angeles Unified
County: Los Angeles

DESCRIPTION

The objective of this program is to convince undermotivated and underachieving pupils that math is a truly useful subject and that they can master it. The program starts with pupils who average more than two years below grade level in math achievement and aims to have them functioning on grade level by the end of three years of instruction. Many types of materials, approaches, and techniques are used, with major emphasis upon real, useful, and interesting applications of arithmetic skills. Personalized lessons capitalize on student interests and abilities. An individual diagnostic-prescriptive program in the Math Learning Center supplements classroom instruction. Measurement of progress is documented through pretesting and post-testing, criterion-referenced testing, and commercial and teacher-made evaluative systems. The format consists of one 52-minute period per week in the math center and four periods per week in the classroom. Teachers in the math unit have a common preparation period, which enables them to coordinate their instruction and to develop, write, and evaluate innovative curriculum materials. Education aides from the community and the local teacher training institution are a significant adjunct to the program.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Applications of Arithmetic
Living Skills
Articulated Program
Personal Development
Diagnostic/Prescriptive Education

TARGET AUDIENCE

Students in grades 7-9

MATERIALS USED

Teacher-developed materials such as the This Is Your Life booklet; state-adopted texts; filmstrips; videotapes; teacher's guides; games; and puzzles

SERVICES AVAILABLE

Materials are available free of charge; visitors are welcome by appointment; consultant services are available within guidelines of project approval.

FINANCIAL REQUIREMENTS

The total cost per pupil is $200, provided by SB 420 (formerly SB 938). Operating costs are $161 per year, with an additional $39 for research and development. Specialized curriculum materials may be implemented at a cost of less than $4 per pupil per year.

PROGRAM EVALUATION

Comprehensive Test of Basic Skills; students, staff, and community input; criterion-reference tests, both purchased and locally developed; evaluation report mandated by SB 420

CONTACT PERSON

Elaine Lindsay, Project Director
Pacoima Junior High School
9919 Laurel Canyon Blvd.
Pacoima, CA 91331
(213) 899-5291

PROGRAM TITLE: Math of Your Choice

School: Mira Loma High
District: San Juan Unified
County: Sacramento

DESCRIPTION

Students may elect to participate in this math program in which they enroll for variable credit and proceed at their own pace. They may choose from one to five units per semester. Their programs are determined in consultation with the teacher. Students attend for one or more class periods five days a week.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.
Consultants are available if their expenses are covered.

SUPPORTING CATEGORIES

Competency-Based Instruction
Basic Skills
Diagnostic/Prescriptive Education
Alternative Education

FINANCIAL REQUIREMENTS

Funded by the district

TARGET AUDIENCE

Students in grades 10-12

PROGRAM EVALUATION

The math section of the Comprehensive Test of Basic Skills is used. The number of students not enrolled in math but requesting this class is considered a measure of the class's success.

MATERIALS USED

Workbooks, tapes, recorders, records, TV, games, puzzles, and record sheets

CONTACT PERSON

Dick Melamed, Teacher
Mira Loma High School
4000 Edison Avenue
Sacramento, CA 95821
(916) 484-2317

PROGRAM TITLE: Math Program

School: Franklin Junior High
District: Long Beach Unified
County: Los Angeles

DESCRIPTION

The math program at Franklin Junior High School is a demonstration project originally funded by AB 938. The school was one of seventeen junior high schools in the state chosen to provide "intensive instruction" in mathematics and/or reading. Students receive an individually prescribed pretest, then work on math concepts in the math lab, receiving individual help when they need it. If successful on a post-test on the finished work, the students are assigned a new pretest and a new concept to work on in the lab. If the student has difficulty or does not pass the post-test, the teacher may reassign the same concept or direct the student toward another concept more suited to that student. In this way, students progress at their own rate, and the homogeneous grouping ensures that slow students avoid the stigma of being branded as being in a "dumb" class.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Some materials are available free of charge and others at cost. Visitors are welcome by appointment. Consultation services are available.

SUPPORTING CATEGORIES

Competency-Based Instruction
Positive Climate for Learning
Academic Program
Diagnostic/Prescriptive Education

FINANCIAL REQUIREMENTS

About $100 per student for materials; continuing costs about $50 per student per year

TARGET AUDIENCE

Students in grades 7-9

PROGRAM EVALUATION

Extensive and detailed yearly evaluation by the Long Beach Unified School District

MATERIALS USED

Pretests, post-tests, teacher-developed material

CONTACT PERSON

Lou Prilliman, Project Director
Franklin Junior High School
540 Cerritos Avenue
Long Beach, CA 90812
(213) 435-4952

PROGRAM TITLE: Math Skills Program and Identification of Student Needs

School: Irwin Junior High
District: Fresno Unified
County: Fresno

DESCRIPTION

This program consists of nongraded math instruction, with emphasis on various aspects of math according to the student's needs. Eighty percent of the student's time is spent on individualized assignments and 20 percent in group work. Also included in the program is a diagnostic inventory of reading problems, and students spend time in a reading lab working with activity learning packets and receiving individualized instruction. Students normally spend four weeks in the math lab and three weeks in the reading lab. Work is by student contract.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Career and Occupational Development
Personal Development Skills
Diagnostic/Prescriptive Education

FINANCIAL REQUIREMENTS

Title I funds

TARGET AUDIENCE

Students in grades 7 through 9

PROGRAM EVALUATION

-Comprehensive Test of Basic Skills
-Fundamental skills tests (teacher-developed)

MATERIALS USED

Teacher-prepared materials, workbooks, filmstrips, videotapes, AV equipment, teacher's guides, games, and puzzles

CONTACT PERSON

Jenny Hooper, Math Resource Teacher
Irwin Junior High
2340 South Fairview Avenue
Fresno, CA 93706
(209) 441-3202

PROGRAM TITLE: MGM/Creative Writing and Typesetting

School: Arden Intermediate School
District: San Juan Unified
County: Sacramento

DESCRIPTION

The creative writing project at Arden School encourages 7th and 8th grade students to write anonymously about subjects of personal concern to them and to produce plays, presentations, and publications which share their writings with other students and parents. The identity of the writers is protected, unless the student wants to make it known; and students produce a variety of materials, such as poetry, drama, dialogue, music, dance, and art. When the writing is finished, students break into groups of their choice and begin to put the expressions into the form of a presentation. The groups are: editors, music editors and performers, dance, backstage workers, and directors. When the production has been completed, parts are assigned, and a schedule is planned. The production usually culminates with a performance for parents and students.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Personal Development Skills
Positive Climate for Learning
Values Clarification
Mini-Courses

TARGET AUDIENCE

MGM students in grade 8

MATERIALS USED

The usual materials; art materials

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

A total of $25 for paint and other items

PROGRAM EVALUATION

Student discussion, changes in student behavior, and comments from parents

CONTACT PERSON

Hugh Booth, English/Drama Teacher
Arden Intermediate School
1640 Watt Avenue
Sacramento, CA 95825
(916) 484-2343

PROGRAM TITLE: MGM Program: Book Production

School: Arden Intermediate
District: San Juan Unified
County: Sacramento

DESCRIPTION

Students produce limited edition booklets of their own creative writing on a small, hand printing press. The early part of the class is spent in preparing creative material, usually poetry. After writing four or five pieces, the student selects his or her best effort for publication. This creative material is then set in type. After laying out the page or pages for the booklet, the student, using a 5 x 8 handpress, prints a limited edition (usually 25 booklets), which are then numbered and signed.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Not applicable

SUPPORTING CATEGORIES

Special Needs of Students

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

MGM students

PROGRAM EVALUATION

Not applicable

MATERIALS USED

Kelsey 5 x 8 handpress (about $150); type and cases (about $250); ink, paper, and cover stock (about $50)

CONTACT PERSON

Idanna Aaron
Arden Intermediate School
1640 Watt Avenue
Sacramento, CA 95825
(916) 484-2343

PROGRAM TITLE: Mini-Courses

School: Thornton Junior High
District: Fremont Unified
County: Alameda

DESCRIPTION

Thornton Junior High offers a program of mini-courses, ranging from three to ten weeks, in English and social studies. Some of the English courses are "Chills and Thrills (Mystery)," "Literature of Sports," "Women in Literature and History," and "Animals." In social studies, students may take "World War II," "Natural Disasters," "Women in U.S. History," "Fremont's History," and "The Mexican-American Heritage."

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Materials are available at no charge. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Mini-Courses
Academic Program
Positive Climate for Learning

FINANCIAL REQUIREMENTS

No extra funding is required.

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

The method depends on the individual teacher. Student interest is high. An extensive survey of students, teachers, and parents indicates solid support and enthusiasm for the program.

MATERIALS USED

Books, filmstrips, films, and records

CONTACT PERSON

Bruce Bradley, Principal
Thornton Junior High School
4357 Thornton Avenue
Fremont, CA 94536
(415) 793-9090

PROGRAM TITLE: Muirlands Career Exploration Program

School: Muirlands Junior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

This Career Exploration Program makes use of simulations to help students experience the decision-making process in business, manufacturing, and other careers. Students carry out projects which require them at some point to go out of the classroom, such as conducting bake sales, catering luncheons, and making and selling handicrafts.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Personal Development Skills
Living Skills
Decision Making

FINANCIAL REQUIREMENTS

Regular program costs only

TARGET AUDIENCE

Students in grade 9

PROGRAM EVALUATION

-Teacher observation
-Student attainment of course objective--written or oral

MATERIALS USED

Films, speakers, field trips, TV, and conventional materials

CONTACT PERSON

Lois Ruffa, Principal
Muirlands Junior High School
1056 Nautilus Street
La Jolla, CA 92037
(714) 459-4211

PROGRAM TITLE: Multi-Media Math

School: Elsinore Junior High
District: Elsinore Union High
County: Riverside

DESCRIPTION

Students needing motivation and reinforcement in basic math skills are enrolled in this special math program. The Multi-Media Math system utilizes nationally recognized programs in the field (approximately 30 different publishers). These varied instructional materials present a multi-modal approach utilizing auditory, visual, and kinesthetic learning activities. These activities are individually prescribed to suit the student's rate and learning modality.

Diagnostic pretests at the beginning of the year provide data for prescribing individualized instruction allowing for growth and designed to motivate and challenge.

A record-keeping system has been developed that allows each student to keep track of his or her progress with a minimum of effort and that at the same time provides detailed data on successes and trouble spots. Student records are reviewed daily by the teacher and aides. The students work in a laboratory setting, and, in the course of a year, most show significant gains.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

A brochure is available at no cost. Complete manuals of the program and record-keeping procedures are available at cost, but they must be explained by a consultant, and his or her expenses must be paid by the requesting agency.

SUPPORTING CATEGORIES

Competency-Based Instruction
Positive Climate for Learning
Options in Learning
Basic Skills

FINANCIAL REQUIREMENTS

EDY funds to purchase the equipment; Title I and SB 90 funds; district funds for the teacher; categorical funds for three aides

TARGET AUDIENCE

About 50 percent of the students in grade 7 (120 students) participate. The parent advisory committee encouraged the program, which was new in 1977. In 1978 students in grade 8 will be included also.

PROGRAM EVALUATION

Stanford Achievement Test; district 5-level diagnostic and post-test battery; individually monitored progress of students on specified objectives

MATERIALS USED

Films, filmstrips, other AV equipment, games and puzzles, televised curriculum, teacher-made materials, records, and Tutor-Computers

CONTACT PERSON

Berdene Swan/Eloise Wise
Elsinore Union High School District
1201 West Graham Avenue
Elsinore, CA 92330
(714) 674-2118

PROGRAM TITLE: Multi-Media Math

School: Los Alisos Intermediate School
District: Norwalk-La Mirada Unified
County: Los Angeles

DESCRIPTION

The Multi-Media Math program at Los Alisos School is designed to provide a comprehensive, success-only math instructional program for 8th graders. It is individually diagnostic and prescriptive, and each student progresses at his or her own rate, with no failures. The students work in regular class periods on self-directed projects, using a variety of materials, such as filmstrips, games and puzzles, and programmed workbooks. The teachers use a feedback system of record keeping.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials can be purchased from EDL-McGraw-Hill, 6253 Hollywood Boulevard, Suite 1103, Hollywood, CA 90028 (213) 466-4408. Visitors are welcome by appointment. Consultant services are available.

SUPPORTING CATEGORIES

Competency-Based Instruction
Positive Climate for Learning
Special Needs of Students

FINANCIAL REQUIREMENTS

Start-up costs, $75 per student (one time only); cost for paper to reproduce materials

TARGET AUDIENCE

Students in grade 8

PROGRAM EVALUATION

Comprehensive Test of Basic Skills in May; criterion by EDL; teacher grading; no fail

MATERIALS USED

Programmed workbooks, filmstrips, AV equipment, teacher guides, games, and puzzles

CONTACT PERSON

Charles Royce, Teacher
Los Alisos Intermediate School
14800 South Jersey Avenue
Norwalk, CA 90650
(213) 864-3751

PROGRAM TITLE: Multiple Programs

School: Frisbie Junior High
District: Rialto Unified
County: San Bernardino

DESCRIPTION

Personalized Learning:

The reading lab features individualized and small-group instruction. The program includes basic skills classes, developmental classes, and advanced reading (exploratory). The lab has been in operation for three years.

Positive Climate for Learning:

An adjustment class (quiet room) is used as an alternative to suspension for many infractions of school rules and regulations.

The After School Work Program was instituted with parent cooperation to provide an opportunity for behavior modification for students with minor discipline problems while furnishing a service to the school.

Adult Advisor:

The Partnership Program is a tutorial program for college potential underachieving minority students. Tutors are provided by U.C., Riverside. The first year of operation was 1976-77.

Options in Learning:

The opportunity class was one of the first opportunity classes developed in this area. The program includes individualized instruction, employing some behavior modification techniques, with group counseling included.

Other:

The seventh grade is organized into two school-within-a-school units. Students are assigned alphabetically. Basic skills teachers (English, math, science, social studies, and reading) have a common conference period. This organizational plan is utilized for parent-student-teacher communication and some interdisciplinary curriculum projects.

MAJOR CATEGORIES

Personalized Learning
Positive Climate for Learning
Adult Advisor
Options in Learning

PROGRAM EVALUATION

No formal evaluation is conducted. Questionnaires and survey instruments are used to evaluate both students and teachers. Parents are involved also.

CONTACT PERSON

Paul Britton, Principal
Frisbie Junior High School
1442 North Eucalyptus Avenue
Rialto, CA 92376
(714) 875-3000, Ext. 245

PROGRAM TITLE: Multiple Programs

School: San Carlos High
District: Sequoia Union High
County: San Mateo

DESCRIPTION

Alternative School: Functioning for eight years, this is the oldest alternative school in the country. For students of all ability levels, it offers a full program emphasizing student self-direction and community involvement.

Cool It Team: The team is a group of students, representing a cross-section of the population, who are sensitive to the pulse of the school and who meet regularly with the administration to deal constructively with problems before they become serious.

E.H. Program: Students meet daily at the City Hall, where they spend the morning in a regular program and the afternoon working for hourly wages and work experience credits.

Group Guidance Program: The program is offered through the four years of high school. The concentration is on career exploration and decision making.

MAJOR CATEGORY

Positive Climate for Learning

SERVICES AVAILABLE

Materials are available free of charge.
Visitors are welcome by appointment.
Consultation services are available.

SUPPORTING CATEGORIES

Special Needs of Students
Options in Learning
Personalized Learning
Career and Occupational Development

FINANCIAL REQUIREMENTS

Regular district funds

TARGET AUDIENCE

Students in grades 9 through 12

PROGRAM EVALUATION

Student interest; district, school, and community support

MATERIALS USED

Multimedia and multilevel instructional materials

CONTACT PERSON

Richard C. Genasci, Principal
San Carlos High School
2600 Melendy Drive
San Carlos, CA 94070
(415) 591-1441

PROGRAM TITLE: Native-American Program

School: Nova High
District: Shasta Union High
County: Shasta

DESCRIPTION

The purpose of this program is to encourage Native-American students to stay in school and to help them get more out of their schooling. A Native-American aide works cooperatively with students, teachers, and parents to improve communication and to provide tutoring for those who are in need. The aide coordinates parent visits to school and sponsors a youth club. Students participate in the regular school program.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Counseling
Dropout Prevention
Decision Making
Academic Program
Cooperation with University of California, Davis, for early outreach of students

FINANCIAL REQUIREMENTS

A total of $10,000 for aide and materials

TARGET AUDIENCE

High school Native-American students

PROGRAM EVALUATION

-Questionnaires to parents
-Improvement in student's grade average
-Improved attendance

MATERIALS USED

Not applicable

CONTACT PERSON

Don Demsher, Principal
Nova High School
2200 Eureka Way
Redding, CA 96001
(916) 246-1700

PROGRAM TITLE: Nongraded Core

School: Grange Intermediate School
District: Fairfield-Suisun Unified
County: Solano

DESCRIPTION

The program at Grange Intermediate School is based around three-hour blocks of time in reading, math, language, and social studies. Students keep the same instructor for two years. Seventh- and eighth-graders are mixed together in the classrooms, and each student progresses at his or her own pace. The administration involves the community in coffee-meetings every two weeks to keep up on their ideas.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Some materials are available. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Diagnostic/Prescriptive Education
Basic Skills
Cross-Age Grouping
Mini-Courses
Positive Climate for Learning

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

Pretesting and post-testing of students; informal evaluation

MATERIALS USED

Teacher-prepared materials and some commercial materials are used. The teacher materials are continually revised.

CONTACT PERSON

Ken Perkins, Principal
Grange Intermediate School
1975 Blossom Avenue
Fairfield, CA 94533
(707) 422-7410

PROGRAM TITLE: Nova Evening High

School: Nova Evening High
District: Anaheim Union High
County: Orange

DESCRIPTION

Nova Evening High School is a continuation school operating through the Necessary Small School formula. It is designed to meet the needs of 15 to 20 year-old students who, for a variety of reasons, cannot enroll in the regular day program. Classes are held from approximately 4:30 to 9:30 p.m., Monday through Thursday, with Friday as a day for staff to confer, plan, develop curriculum, tutor students, and undertake similar activities. Enrollment is open, and the curriculum involves "hands-on" activities, using community resources whenever possible. Classes are kept small in order to individualize learning as much as possible.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Continuation Program
Special Needs of Students
Alternative Education
Career and Occupational Development

FINANCIAL REQUIREMENTS

Necessary Small School formula; combination of state and federal funds

TARGET AUDIENCE

Students in grades 10 through 12

PROGRAM EVALUATION

Taped exit interviews with students attesting to the success of the program

MATERIALS USED

No unusual materials or equipment is necessary.

CONTACT PERSON

Arnold Gaynor, Principal
Nova Evening High School
301 North Gilbert
Anaheim, CA 92801
(714) 821-8400

PROGRAM TITLE: Nursery School Aide and Nursing Aide

School: Redondo High
District: South Bay Union High
County: Los Angeles

DESCRIPTION

Students in the Nursery School Aide and Nursing Aide program at Redondo High School learn practical skills through a combination of classroom instruction and internship experience, using a variety of instructional techniques and small class size. Student progress is dependent on mastery of competencies, and students go out into the community as part of their studies.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Teacher-developed materials, sample lessons, and assessment instruments are available. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Interdisciplinary Education
Career and Occupational Development
Dropout Prevention
Special Needs of Students

FINANCIAL REQUIREMENTS

Support from school, with district matching funds; a priority program; requires small groups and some transportation; requires aide

TARGET AUDIENCE

Eleventh and 12th grade students who have not been successful in school; use of parents and community in planning and evaluation

PROGRAM EVALUATION

Teacher-developed pretests and posttests show gains. Teachers are convinced of the effectiveness of the program.

MATERIALS USED

Sound filmstrips, films, and printed materials

CONTACT PERSON

J. Van Wagoner, Counselor
Redondo High School
631 Vincent Park
Redondo Beach, CA 90277
(213) 379-5421

PROGRAM TITLE: Office Occupations Training

School: Rubidoux High
District: Jurupa Joint Unified
County: Riverside

DESCRIPTION

The Office Occupations Training program provides an opportunity for students in office occupations to gain experience in real office situations. Two- and three-hour time blocks are allowed, and the maximum number of students per class is limited to twenty. The program is sponsored and maintained by the regional occupational program.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Competency-Based Instruction
Vocational Education
Special Needs of Students
Personal Development Skills

FINANCIAL REQUIREMENTS

A total of $1,300 from the regular school budget and the remainder from ROP funds

TARGET AUDIENCE

A total of 60 students in grades 11 and 12

PROGRAM EVALUATION

Job placement of 85 percent; excellent attendance

MATERIALS USED

Materials and equipment are supplied by the regional occupational program.

CONTACT PERSON

Kathy Miller, ROP Teacher
Rubidoux High
4250 Opal Street
Riverside, CA 92509
(714) 781-1821

PROGRAM TITLE: Optional Learning Environment

School: Rancho San Joaquin Intermediate
District: Irvine Unified
County: Orange

DESCRIPTION

Rancho San Joaquin offers four separate learning climates that meet varying needs of students: a standard junior high program, a fundamentals unit, alternative education, and studies for mentally gifted minors. The student, in consultation with his or her parents and counselor, selects the optional learning environment most suited to the student's needs, interests, and abilities.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Limited quantities of program descriptions are available at no charge. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Personalized Learning
Options in Learning
Positive Climate for Learning
Academic Program

FINANCIAL REQUIREMENTS

No additional costs

TARGET AUDIENCE

A total of 850 students in grades 7 and 8

PROGRAM EVALUATION

Continuous use is made of parent, student, community, and staff opinions through the school advisory forum and community survey parent meetings. Student progress is measured by standardized tests annually.

MATERIALS USED

The usual materials, including a wide variety of AV materials

CONTACT PERSON

David Holmes, Principal
Rancho San Joaquin Intermediate School
4861 Michelson Road
Irvine, CA 92715
(714) 552-8880

PROGRAM TITLE: Option Periods

School: Vintage High
District: Napa Valley Unified
County: Napa

DESCRIPTION

Using forty-five minute periods, Vintage High School has developed a unique seven-period school day which features an option period for each student and teacher every-day. The primary purpose of the option period is to provide students and teachers with more opportunities for individual contact. A probable bonus of the option period, however, is the relaxed and unstressed atmosphere of the Vintage campus.

Students, teachers, and administrators have been very creative in designing activities for the option period. Among the most popular for students are:

1. Accomplishing basic homework assignments in resource centers, library laboratories, and other appropriate learning centers, including business department facilities
2. Planning, developing, and reporting on independent study projects
3. Attending mini-courses
4. Visitations of classes other than those scheduled
5. Auditing other classes on a regular basis
6. Working as aides to teachers and office personnel in elementary schools and junior high schools
7. Working as tutors to other high school students
8. Conferencing individually with teachers or counselors for whatever purpose deemed necessary to the student
9. Working for enrichment or extra credit in open laboratories
10. Browsing or reading in special reading rooms, the resource centers, or the library
11. Taking a break in the student cafeteria
12. Taking care of routine school business such as paying lab fees, checking out lockers, and clearing absences

The flexibility built into the programs by the option period has been limited only by the imagination. The most important outcome of this flexible time schedule has been that students and teachers have time to get together. This interaction has had a humanizing influence and has created a closeness and understanding between students and teachers that often is not present on school campuses.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Positive Climate for Learning
Community Involvement
Special Needs of Students
Living Skills

TARGET AUDIENCE

Students in grades 10 through 12

MATERIALS USED

The usual materials

SERVICES AVAILABLE

Limited materials are available free of charge. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No extra funding

PROGRAM EVALUATION

Pretesting and post-testing

CONTACT PERSON

Frank Silva, Principal
Vintage High School
1375 Trower Avenue
Napa, CA 94558
(707) 252-5201

PROGRAM TITLE: Options in Learning

School: Pleasanton Elementary
District: Pleasanton Joint Elementary
County: Alameda

DESCRIPTION

At Pleasanton Elementary the class schedule has been altered to a trimester plan with "mill scheduling," which is run by the students themselves. In 1977-78 there will be seven periods of 43 minutes each day, with some classes meeting every day and others on alternating days with longer periods. Students sign up for classes in pairs. Some classes will be preassigned.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Visitors are welcome by appointment. Materials are available for reproduction at the cost of reproduction.

SUPPORTING CATEGORIES

Academic Program
Decision Making
Cross-Age Grouping
Positive Climate for Learning

FINANCIAL REQUIREMENTS

No extra costs; funds reallocated, keeping within the same funding limits

TARGET AUDIENCE

Students in grades 7 and 8; parents who were involved in planning

PROGRAM EVALUATION

Subjective questionnaires are given to students, teachers, and parents. The growth of students exceeds expected growth.

MATERIALS USED

None

CONTACT PERSON

Ron Alsup, Principal
Pleasanton Elementary School
4750 First Street
Pleasanton, CA 94566
(415) 846-2845

PROGRAM TITLE: Program for the Orthopedically Handicapped

School: Bassett Senior High
District: Bassett Unified
County: Los Angeles

DESCRIPTION

Bassett Senior High School is a regional center for orthopedically handicapped students from a wide area. To the degree possible the students participate in the regular school program and are evaluated accordingly. The personalized learning aspect of the program emphasizes living skills, personal development, and basic skills, using cross-age tutoring and grouping. Each student is individually prescribed for, and a wide variety of materials and approaches is used. Nonhandicapped students serve as assistants and tutors. A class is taught on learning disabilities and handicaps; enrollees include nonhandicapped students.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Descriptive materials are available.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Options in Learning
Learning Disabilities
Orthopedically Handicapped

FINANCIAL REQUIREMENTS

Special funds

TARGET AUDIENCE

Students who are orthopedically handicapped in grades 9 through 12

PROGRAM EVALUATION

Students in the regular program are evaluated with the handicapped students.

MATERIALS USED

Many kinds of materials and media are used extensively.

CONTACT PERSON

Marjorie Quane, Assistant Principal
Bassett Senior High School
755 Ardilla Avenue
La Puente, CA 91746
(231) 333-5251

PROGRAM TITLE: Parent Counselor Program

School: Arden Intermediate School
District: San Juan Unified
County: Sacramento

DESCRIPTION

The San Juan Unified School District's Parent Counselor Program trains volunteer parents to act as counselors to students. These volunteers receive extensive training, attending ten weekly two-hour sessions which cover a broad range of counseling theory and techniques, with practice designed to correct mistakes and refine skills. Parents learn about themselves at the same time and receive assistance from the certificated counselors on an ongoing basis.

MAJOR CATEGORY

Adult Advisor

SERVICES AVAILABLE

Training materials are available at cost. Visitors are welcome by appointment and are requested to attend a group session.

SUPPORTING CATEGORIES

Parent Education Program
Community Involvement
Use of Community Resources
Special Needs of Students

FINANCIAL REQUIREMENTS

The program is maintained with no additional cost to the district. Trainers' time is reorganized, and parents' services are voluntary. Training is offered through the adult education program.

TARGET AUDIENCE

Students in grades 7 through 12;
75 parents

PROGRAM EVALUATION

Surveys of participating parents and students

MATERIALS USED

District-prepared handouts of a few pages on subjects such as "Empathy" and "Roadblocks to Communication"; AV materials

CONTACT PERSON

Tom Withers, Program Specialist,
Counseling and Guidance
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 484-2503

PROGRAM TITLE: Parent Counselor Program

School: Bella Vista High
District: San Juan Unified
County: Sacramento

DESCRIPTION

The purpose of this program is to provide increased counseling services to high school students by training selected parents in counseling skills and involving them in individual and group counseling sessions with students. The setting of these sessions varies among classrooms and a "rap room," and the number of students for one session varies from one to ten. Ninth graders are assigned to a weekly counseling group, which is run during one of their social studies classes. Counseling services are offered both on a drop-in and an appointment basis. The training program is 20 hours.

MAJOR CATEGORY

Community Involvement

SUPPORTING CATEGORIES

Counseling
Positive Climate for Learning
Living Skills
Personal Development Skills

TARGET AUDIENCE

High school students, with an emphasis on 9th graders

MATERIALS USED

No materials. The main requirement is a suitable place to hold the sessions. A restroom was converted to a counseling room.

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

A total of $150 per year is included in the school budget. The Parents' Club contributes additional money.

PROGRAM EVALUATION

-Walk-in center--students evaluate how they feel about the center
-Parent-counselor aides
-Survey instrument developed by counselor

CONTACT PERSON

Dorothy Bishop, Counselor
Bella Vista High School
8301 Madison Avenue
Fair Oaks, CA 95628
(916) 484-2266

PROGRAM TITLE: Parent Education Program

School: Fremont Adult School
District: Fremont Unified
County: Alameda

DESCRIPTION

The Parent Education Program at the Fremont Adult School trains parents to work as volunteers in the classroom with children in areas such as special education, bilingual education, mentally gifted minor programs, compensatory education (Title I), math, family living, and early childhood education. Junior high counselors work with the parents in one class, and community resources are extensively used.

MAJOR CATEGORY

Parent Education

SERVICES AVAILABLE

Materials are available at no charge.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Adult Education
Community Involvement
Special Needs of Students
Living Skills

FINANCIAL REQUIREMENTS

No extra cost

TARGET AUDIENCE

Parents, community residents, and senior citizens

PROGRAM EVALUATION

Pretests and post-tests are used in training volunteers.

MATERIALS USED

Materials vary for each course.

CONTACT PERSON

John Mazzone, Principal
Fremont Adult School
4700 Calaveras Avenue
Fremont, CA 94538
(415) 793-6465

PROGRAM TITLE: Parenting and Infant Development

School: Lincoln Senior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

The Lincoln Senior High School Parenting and Infant Development program is intended to keep teenage parents in school and to help them learn to be better parents through the development of decision-making skills, values clarification, career education, and parenting skills. A preschool is operated for toddlers and their teenage parents. It provides a variety of activities for the children and instruction in child development for the parents. A bimonthly health clinic is held at the school to provide health examinations and to simulate a baby clinic. Volunteer health services are offered by a local pediatrician.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment. Limited materials are available through visits.

SUPPORTING CATEGORIES

Dropout Prevention
Parent Education Program
Career and Occupational Development
Personal Development Skills

FINANCIAL REQUIREMENTS

Funding through SB 1860 and the district; one full-time director, one full-time child center teacher, three full-time aides, and one half-time clerk

TARGET AUDIENCE

Student parents ages 15 to 18 in grades 10 through 12

PROGRAM EVALUATION

Subjective evaluations, including longitudinal studies indicating lack of repetition of pregnancies and continuation in school

MATERIALS USED

Teacher-prepared materials, surveys, careful records on children, and medical assessments

CONTACT PERSON

Peyton Cook, Principal
Lincoln Senior High School
150 South 49th Street
San Diego, CA 92113
(714) 264-3171

PROGRAM TITLE: Partially Individualized Spanish Course

School: Nobel Junior High
District: Los Angeles Unified
County: Los Angeles

DESCRIPTION

Foreign language instruction has been individualized at Nobel Junior High School, using three days a week for mass instruction, one day for small group experiences, and one day for individual instruction. This time allotment is flexible in accordance with the needs of the particular class. The audio-lingual method is used for mass instruction, and classes are self-pacing. A continual progress approach is used. Much emphasis is placed on recording and listening to tapes and speaking with native speakers. Teachers are trained in inservice training workshops, and aides supplement the program. The paraprofessionals include college students, high school students, and bilingual volunteers from the community.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Sample materials are available, and visitors are welcome by appointment. Training is available.

SUPPORTING CATEGORIES

Competency-Based Instruction
Options in Learning
Academic Program
Use of Community Resources

FINANCIAL REQUIREMENTS

No additional funds are required.

TARGET AUDIENCE

Students in grades 7 through 9

PROGRAM EVALUATION

Informal assessments and opinion surveys

MATERIALS USED

Work sheets, filmstrips, audiovisual equipment, teacher guides, and games

CONTACT PERSON

Gloria Wells, Project Director
Nobel Junior High School
9950 Tampa Avenue
Northridge, CA 91324
(213) 349-4200

PROGRAM TITLE: Participatory Management Plan Utilizing Differentiated Staffing

School: El Rancho Junior High
District: Orange Unified
County: Orange

DESCRIPTION

The goal of this plan is to increase the participation of all staff members in the management of the entire school program. Weekly meetings of teachers and administrators are held for planning and problem solving, and an elected Principal's Advisory Council serves as a teacher advocate. Regular inservice training meetings are run by teachers and are directed toward meeting the needs of teachers and students.

MAJOR CATEGORY

Differentiated Staffing

SERVICES AVAILABLE

Visitors are welcome to sit in on staff meetings by arrangement. Materials are available at cost.

SUPPORTING CATEGORIES

Staff Development
Participatory Management
Positive Climate for Learning
Inservice Education

FINANCIAL REQUIREMENTS

The system has allowed extra funds to be used elsewhere--has "created" money.

TARGET AUDIENCE

Teachers and students in grades 7 through 9

PROGRAM EVALUATION

Subjective evaluation; high degree of staff involvement

MATERIALS USED

Staff-developed teacher effectiveness materials

CONTACT PERSON

Joyce Roebuck/Sally Witt
Members of Management Team
El Rancho Junior High School
181 South Del Gorgio
Anaheim, CA 92807
(714) 997-6238

PROGRAM TITLE: Peer Counseling

School: Palo Alto High and Ray Lyman Wilbur Junior High
District: Palo Alto City Unified
County: Santa Clara

DESCRIPTION

The purpose of this program is to train selected students to act as counselors to students who have problems and need someone in a nonauthority position to talk to. Ten to twelve students are trained in weekly sessions which consist of discussion, practice, and role playing. In counseling situations students deal extensively with helping their counselees to develop better social skills, to overcome shyness, to understand their peers better, and to deal with family problems.

MAJOR CATEGORY

Adult Advisor

SERVICES AVAILABLE

Materials are available for purchase. Visitors are welcome by appointment. Project staff are available for consulting and conferences.

SUPPORTING CATEGORIES

Special Needs of Students
Personal Development Skills
Living Skills
Personalized Learning

FINANCIAL REQUIREMENTS

Program cost is approximately $1,000.

TARGET AUDIENCE

Students in grades 9 through 12 receive training. Students who receive assistance range from K through grade 12.

PROGRAM EVALUATION

Staff-developed rating scale; Coopersmith Self-Esteem Scale; informal reports of students and teachers

MATERIALS USED

Staff-developed materials

CONTACT PERSON

Barbara B. Varenhorst
Coordinating Psychologist
Palo Alto City Unified School District
25 Churchill Avenue
Palo Alto, CA 94306
(415) 855-8000

PROGRAM TITLE: Peer Counseling

School: Woodside High
District: Sequoia Union High
County: San Mateo

DESCRIPTION

The Peer Counseling program at Woodside High School trains selected students in counseling techniques over a period of time and then makes them available to other students who need someone to talk to. Most of the counseling is one-to-one.

MAJOR CATEGORY

Adult Advisor

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Positive Climate for Learning
Personal Development Skills

FINANCIAL REQUIREMENTS

None--paid for regular assignment

TARGET AUDIENCE

Students in grade 9

PROGRAM EVALUATION

-Survey designed by head counselor
-Survey results favorable
-Survey of freshmen students regarding peer counseling, 96 percent favorable
-Comparison of peer and adult counselors, 98 percent in favor of peer counselors; positive both years school has done it
-Brief survey regarding dean's office--cutting, tardies, peer, etc.

MATERIALS USED

Training manual

CONTACT PERSON

Lance Lipscomb, Head Counselor
Woodside High School
Woodside and Churchill Avenue
Woodside, CA 94062
(415) 367-9750

PROGRAM TITLE: Peer Outreach Program

School: South Tahoe High
District: Lake Tahoe Unified
County: El Dorado

DESCRIPTION

South Tahoe High School has an ongoing program in which selected students are trained in counseling techniques and then act as counselors to students who are having problems. The process is monitored closely to ensure that prompt solutions are found to problems, that serious problems are referred to professionals, and that clients do not become dependent on their counselors. Students may remain counselors as long as they meet the specifically stated criteria.

MAJOR CATEGORY

Adult Advisor

SERVICES AVAILABLE

Printed materials are available free of charge. Visitors are welcome by appointment. Project staff can attend conferences if their expenses are covered.

SUPPORTING CATEGORIES

Special Needs of Students
Peer Counseling
Positive Climate for Learning
Decison Making

FINANCIAL REQUIREMENTS

No extra cost to district

TARGET AUDIENCE

Students in grades 9 through 12

PROGRAM EVALUATION

Formal evaluation is in the planning stages.

MATERIALS USED

None

CONTACT PERSON

Susanne Stuck, Counselor
South Tahoe High School
P.O. Box 8436
South Lake Tahoe, CA 95731
(916) 541-4111

PROGRAM TITLE: Performing Arts

School: Eva D. Edwards Intermediate School
District: Covina Valley Unified
County: Los Angeles

DESCRIPTION

The physical education, drama, and music departments have combined their resources to operate a drama production company for selected students. All activities are directed toward producing a Broadway musical production offered to the public at the end of the school year. Team teaching is used, and students are divided into sections, each with a student manager. Sections include stage hands, lighting technicians, set designers, actors, makeup people, and costume designers. Each student is paid in points earned through time spent and quality of work. The production is the high point of the school year.

MAJOR CATEGORY

Integrated/Interdisciplinary Education

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Options in Learning
Special Needs of Students
Career and Occupational Development
Drama Education

FINANCIAL REQUIREMENTS

To devise and start this program costs about $1,000. Much of the expense is now covered by selling ads in programs and other fund-raising activities.

TARGET AUDIENCE

Students in grades 7 and 8 through screening

PROGRAM EVALUATION

A four-night run is used. Productions have included Guys and Dolls, Oklahoma, Music Man, and Damn Yankees.

MATERIALS USED

The equipment to stage a dramatic production is required. Videotapes and films are used extensively.

CONTACT PERSON

John Sanchez
Chairperson, Drama Department
Eva D. Edwards Intermediate School
246 East Covina Boulevard
Covina, CA 91723
(213) 331-3371, Ext. 263

PROGRAM TITLE: Personalized Food Service Class

School: Wright Brothers Career High
District: San Diego City Unified
County: San Diego

DESCRIPTION

Students prepare food which is then sold in the school restaurant and student store. They receive two hours of instruction a day in either basic or advanced classes. Many students work in the community as well, and progress is based on performance.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Vocational Education
Special Needs of Students
Options in Learning
Competency-Based Instruction

FINANCIAL REQUIREMENTS

The initial cost was covered by regional occupational program funds. Food is prepared and sold on a cost-recovery basis.

TARGET AUDIENCE

Students age 16 to adult

PROGRAM EVALUATION

Good student support and attendance

MATERIALS USED

Teacher-prepared materials

CONTACT PERSON

Robert Amparan, Principal
Wright Brothers Career High
1110 Carolina Lane
San Diego, CA 92102
(714) 263-2271

PROGRAM TITLE: Personalized Language Program

School: Los Alisos Intermediate
District: Saddleback Valley Unified
County: Orange

DESCRIPTION

High interest thematic literature units form the basis for improving basic language skills and also helping students to form more positive attitudes toward school and education. A "tumbling," or rotating, schedule has helped to maintain interest for all students, and the trimester schedule of three 12-week sessions is helpful. Small class sizes enhance the teaching of grammar, and career education is an instructional objective in every course offered. Materials are chosen from students' interests, and their use is directed toward the students' needs. Considerable inservice training was necessary to develop the necessary skills in the teachers, but the need for this has tapered off as experience has refined the program.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Competency-Based Education
Special Needs of Students
Positive Climate for Learning
Options in Learning

TARGET AUDIENCE

950 students in grades 7 and 8 in an ungraded language arts program; teachers; and 3 aides

MATERIALS USED

Teacher- and staff-developed special materials; considerable materials in the area of literature

SERVICES AVAILABLE

Many special materials are available free, unless volume demands cost-recovery. Staff is available for consultation at other schools at cost.

FINANCIAL REQUIREMENTS

There is campus autonomy in budgeting. Start-up costs were about $5 per student.

PROGRAM EVALUATION

The Comprehensive Test of Basic Skills is given annually districtwide. Over a four-year period, grammar-language scores increased from 7.4 to 10.0. Teacher-developed competency-based grammar tests are used throughout.

CONTACT PERSON

Robert McQueen, Principal
Los Alisos Intermediate School
25171 Moor Avenue
Mission Viejo, CA 92675
(714) 830-9700

PROGRAM TITLE: Personalized Learning

School: Armijo High
District: Fairfield-Suisun Unified
County: Solano

DESCRIPTION

Armijo High School has been undergoing extensive revision of the instructional program for the past four years, with an emphasis on personalizing learning and competency-based performance standards. Detailed competencies have been written for each course taught. Ninety percent of the teachers are student advisors and work directly with students in this capacity. An extensive community outreach program, with neighborhood as well as school-site meetings to inform and involve parents, has resulted in great community support for the new programs.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Competency-Based Instruction
Personal Development Skills
Parent Education Program
Positive Climate for Learning

TARGET AUDIENCE

Students in grades 9 through 12, community members, and teachers

MATERIALS USED

Common core packet and 12 instructional program area packets, locally developed

SERVICES AVAILABLE

An informational packet is available for $6.50. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Local funds and a Title IV-C grant

PROGRAM EVALUATION

-Informal
-In process of developing evaluation system
-Pretesting and post-testing in skill center
-Title IV-C evaluation criteria
-Comprehensive Test of Basic Skills in reading and math

CONTACT PERSON

Ken Sutton, Principal
Jerry Moore, Coordinator
Armijo High School
824 Washington Street
Fairfield, CA 94533
(707) 422-7500

PROGRAM TITLE: Personalized Learning

School: Bell Gardens Intermediate
District: Montebello Unified
County: Los Angeles

DESCRIPTION

Learning management systems are utilized in reading, mathematics, and bilingual education. The emphasis is on needs assessments and flexibility.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Diagnostic/Prescriptive Education
Competency-Based Instruction
Options in Learning

FINANCIAL REQUIREMENTS

Creative use of categorical funds

TARGET AUDIENCE

Students in grades 5 through 8

PROGRAM EVALUATION

Ongoing achievement data using criterion-referenced tests for individual assessment and norm-referenced tests for program evaluation

MATERIALS USED

Mathematics Management System

CONTACT PERSON

Charles Norton, Principal
Bell Gardens Intermediate School
5841 Live Oak Street
Bell Gardens, CA 90201
(213) 927-1319

PROGRAM TITLE: Personalized Learning

School: Monroe Elementary
District: San Leandro Unified
County: Alameda

DESCRIPTION

In operation for seven years, the Personalized Learning program at Monroe Elementary School includes all major components of the curriculum in grade 6, with emphasis on reading and math. Students work under individual contracts, which are established and regularly revised as they are completed. One-hour blocks of time are devoted to reading and math, with students working in ability groups. There are four groups in reading and three in math. Students in grades 4-7 go camping for a week on the Russian River either in the fall or spring and participate in science, art activities, and outdoor study. Team teaching is used extensively, and student progress is based on demonstrated competency.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Positive Climate
Special Needs of Students
Integrated/Interdisciplinary Education
Personal Development Skills
Options in Learning
Career and Occupational Development
Team Teaching

TARGET AUDIENCE

Students in grade 6, parents, paraprofessionals, and cross-age tutors

MATERIALS USED

Typed teacher-made materials

SERVICES AVAILABLE

Materials are available free of charge. Visitors are welcome by appointment. Inservice training is available for staff at the district office.

FINANCIAL REQUIREMENTS

The only additional cost for the program is for a typist to handle the large volume of typed materials. One aide for reading and math and one volunteer for math are used.

PROGRAM EVALUATION

Teacher-made pretests and post-tests; completion of contracts

CONTACT PERSON

William Redman, Principal
Monroe Elementary School
3750 Monterey Boulevard
San Leandro, CA 94578
(415) 357-0265

PROGRAM TITLE: Personalized Learning

District: Redwood City Elementary
County: San Mateo

DESCRIPTION

Seven of the 15 schools in this district participate in a project to increase the reading levels of students by two months for each month they spend in the program. Individual contracts in various skill areas are developed for each student. Students progress at their own rate.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.
Training is conducted at the district office and at schools, and consultation services are available.

SUPPORTING CATEGORIES

Positive Climate for Learning
Diagnostic/Prescriptive Education
Academic Program
Basic Skills
Special Needs of Students

FINANCIAL REQUIREMENTS

District and Title I funds

TARGET AUDIENCE

Students in grades 4 through 6

PROGRAM EVALUATION

-Gilman Oral Reading tests
-Objectives exceeded

MATERIALS USED

The usual reading instructional materials

CONTACT PERSON

Karen Hattoom, Director
Rapid Reading Centers
Redwood City Elementary School District
815 Allerton Street
Redwood City, CA 94063
(415) 365-1550, Ext. 51

PROGRAM TITLE: Personalized Learning

School: Roosevelt Elementary
District: San Leandro Unified
County: Alameda

DESCRIPTION

This basic skills development program has been in operation for seven years. The school schedule allows two-hour periods; and team teaching is used extensively in reading, math, and social studies. Students' needs are regularly assessed, and if students are found to be deficient, they are assigned to small remedial classes, rejoining the regular class when they are caught up again. The two-hour blocks are used for varied combinations of reading, math, and social studies; and students progress at their own rate, according to performance criteria. The program also includes peer tutoring, parent volunteers, two aides in grade 6, and several aides in grade 7.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Integrated/Interdisciplinary Education
Positive Climate for Learning
Basic Skills
Team Teaching
Special Needs of Students (Reading)
Parent/Community Involvement

TARGET AUDIENCE

Students in grades 6 and 7

MATERIALS USED

Materials from Webster, Macmillan, and SRA; diagnostic kit; Books of Excellence

SERVICES AVAILABLE

Materials are available from the district and school on a check-out basis. Visitors are welcome by appointment. Small allocations are available for teachers to attend conferences.

FINANCIAL REQUIREMENTS

The Fathers Club donates seed money for aides. Aides are assigned from the district office. District supplies remedial materials.

PROGRAM EVALUATION

Weekly meetings to review progress; diagnostic material; pretesting and post-testing

CONTACT PERSON

Melvin Danielson, Principal
Roosevelt Elementary School
951 Dowling Boulevard
San Leandro, CA 94577
(415) 569-5886

PROGRAM TITLE: Personalized Learning

School: Tahoe-Truckee High
District: Tahoe-Truckee Unified
County: Placer

DESCRIPTION

The primary objective of this project is to bring all students in grades 9 through 12 up to grade level in reading and writing skills if they are deficient. On the basis of ninth-grade Stanford Achievement Tests, students who are identified as deficient are enrolled in the reading lab until their reading level is raised to grade level. There are 15 students per class, one teacher, and four unpaid volunteer aides. Student achievement is tested quarterly with the SAT. All incoming students are enrolled in the writing lab, and they may leave after the first semester if their writing skills are at grade level.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Limited materials are available at no charge. Visitors are welcome by appointment. Project staff can attend conferences if their expenses are paid.

SUPPORTING CATEGORIES

Competency-Based Instruction
Special Needs of Students
Diagnostic/Prescriptive Education
Basic Skills

FINANCIAL REQUIREMENTS

A total of $1,800 was spent for in-service training for the total staff, of which $600 was spent for travel to visit other programs; a total of $2,500 was spent for materials.

TARGET AUDIENCE

The program serves students in grades 9 through 12. Students who fall below grade level in reading, as measured by the Stanford Achievement Tests, are placed in the reading program. All incoming ninth graders are enrolled in the reading lab.

PROGRAM EVALUATION

Pretesting and post-testing are conducted in the reading program. Commercial tests and teacher-developed tests are used in the writing program.

MATERIALS USED

SRA Reading Lab, Barnell Loft Comprehension Materials, Scott Foresman Commanding Sentences Series, Readers' Digest audio lessons, McGraw-Hill Education Development Laboratory, and AV materials

CONTACT PERSON

Robert Doyle, Principal
Tahoe-Truckee High School
P.O. Box 458
Truckee, CA 95734
(916) 587-3574

PROGRAM TITLE: Personalized Learning

School: Terrace Hills Junior High
District: Colton Joint Unified
County: San Bernardino

DESCRIPTION

The Personalized Learning program at Terrace Hills Junior High School diagnoses students who are in need of extra help in reading and mathematics and assigns them to a modular system that provides three-hour blocks and a variety of learning situations, including individualized instruction and small-group activities. Mathematics and reading laboratories provide opportunities for students to work at their own pace, with performance contracts determining student progress. Students use multisensory and multilevel materials for instruction.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Positive Climate for Learning
Special Needs of Students
Staff Development
Competency-Based Instruction

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

Teacher-prepared materials include contracts, instructional kits, games, and learning activity packets.

SERVICES AVAILABLE

Materials are available free of charge. Visitors are welcome by appointment. Consulting services are available.

FINANCIAL REQUIREMENTS

AB 938 money; $156 per student in addition to the regular district-funded programs; start-up costs; $5,000 for capital outlay, $6,000 for materials, $30,000 for personnel, and $2,000 for inservice training

PROGRAM EVALUATION

Criterion-referenced and standardized tests; parent, student, and teacher interviews; evaluator's survey; Comprehensive Test of Basic Skills in fall and spring

CONTACT PERSON

Nancy A. Norton, Project Director
Terrace Hills Junior High
22579 DeBerry Street
Colton, CA 92324
(714) 824-4256

PROGRAM TITLE: Personalized Learning

School: Webster Junior High
District: Los Angeles Unified
County: Los Angeles

DESCRIPTION

Webster Junior High is organized to provide a wide variety of personalized learning opportunities, with particular emphasis on the teaching of reading.

Every teacher in every class is aware of the importance of teaching specific reading skills as an integral part of subject area lessons.

Every student in the school is required to read the textbook and do supplementary reading.

Every incoming seventh grader is enrolled in a reading class and taught reading skills commensurate with his or her needs.

Every seventh grader is required to read intensively.

Every faculty member is familiar with the program through staff development, workshops, seminars, and small-group discussions.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available free of charge. Visitors are welcome by appointment. Staff development videotapes are available for viewing.

SUPPORTING CATEGORIES

Options in Learning
Integrated/Interdisciplinary Education
Community Involvement
Alternative Education

FINANCIAL REQUIREMENTS

Prudent use of categorical funds

TARGET AUDIENCE

Students in grades 7 through 9

PROGRAM EVALUATION

Reading scores have improved 35 percentiles. Annual evaluation is conducted by parents and staff. A standardized reading test is used.

MATERIALS USED

-Workbooks, films, and AV materials
-Formula Phonics workbooks and videotapes
-Classroom libraries
-Wall charts

CONTACT PERSON

Gloria Carroll, Assistant Principal
Webster Junior High School
11330 West Graham Place
Los Angeles, CA 90064
(213) 478-2041

PROGRAM TITLE: Personalized Learning Program

School: Area H Alternative
District: Los Angeles Unified
County: Los Angeles

DESCRIPTION

This is an alternative school built to specifications, with its own campus and a carefully planned curriculum designed to provide numerous alternatives for students who either have learning problems in school or who feel unduly constrained by the structure of regular schools and who need the chance to go beyond the regular curriculum.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Descriptive material is available on request. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Options in Learning
Alternative Education
Positive Climate for Learning
Special Needs of Students

FINANCIAL REQUIREMENTS

No excess costs

TARGET AUDIENCE

-Students in K through grade 12 with special learning needs; 25 percent MGM students
-Magnet school

PROGRAM EVALUATION

-Standardized tests are administered by the district.
-The community coordinative council conducts an informal evaluation (observation) and holds periodic meetings with parents.

MATERIALS USED

Wide variety

CONTACT PERSON

John DeRoo, Principal
Area H Alternative School
4805 Pasadena Avenue Terrace
Los Angeles, CA 90042
(213) 254-5141

PROGRAM TITLE: Personalized Learning-Reading Lab

School: Schurr High
District: Montebello Unified
County: Los Angeles

DESCRIPTION

Schurr High's reading improvement project lab maintains a structured, disciplined, and relaxed environment essential for a personalized learning situation. Students who volunteer for the course are expected to develop an inner discipline which results in the sustained effort necessary for self-improvement in reading skill.

An underlying assumption of the reading project is that students work hardest and benefit most when they feel a sense of personal involvement. To give the students a sense of being in control of their own progress, the program utilizes weekly individual study plans. These study plans/cycles are mutually agreed upon by student and teacher and form the basic structure of the students' reading lab experience. The plans include the type of work to be done, amount of work to be done, and the time period for completing assignments. Continual monitoring of student progress on a day-to-day basis provides both student and teacher information leading to immediate alterations of individual study plans.

Students work on word attack, comprehension, spelling, study, and locational skills, using materials written at their instructional level. The lab materials were selected on the basis of the following criteria:

1. Skills and content are presented simultaneously in more than one media.
2. Activities emphasize comprehension.
3. Skills and content relate to the student's roles of student and adult.

MAJOR CATEGORY

Personalized Learning

FINANCIAL REQUIREMENTS

An average of $2 to $2.80 per student for continuation services per year; initial cost of $12 per student

SUPPORTING CATEGORIES

Positive Climate for Learning
Special Needs of Students
Basic Skills
Diagnostic/Prescriptive Education
Competency-Based Instruction

PROGRAM EVALUATION

Tests and teacher judgment

TARGET AUDIENCE

Students in grades 9 through 12

CONTACT PERSON

Shirley Foster, Assistant Principal
Schurr High School
820 Wilcox Avenue
Montebello, CA 90640
(213) 728-0471

MATERIALS USED

A wide variety of materials is used.

PROGRAM TITLE: Personal Values Seminar

School: Sunny Hills High
District: Fullerton Joint Union High
County: Orange

DESCRIPTION

The Personal Values Seminar is a regular class which provides students with an opportunity for effective personal growth leading toward self-awareness, self-esteem, a sense of responsibility, ability to communicate effectively, and development of their skills in counseling. Techniques used in the class include value clarification strategies, introspection techniques, class discussion and interaction, and role playing. An outgrowth of this class is the Peer Group Counseling program, which provides certain selected students with training in counseling. Students with problems are often referred to these trained students, with the peer counselors making referrals to the certificated counselors if necessary.

MAJOR CATEGORY

Personal Development Skills

SUPPORTING CATEGORIES

Special Needs of Students
Values Clarification
Decision Making
Counseling

TARGET AUDIENCE

Students in grades 11 and 12

MATERIALS USED

No special materials or equipment is required.

SERVICES AVAILABLE

A course outline is available.
Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No special funds are required.

PROGRAM EVALUATION

The popularity of the class with students indicates success. It has grown from one to three sections and has become widely accepted by the staff and community. A student survey showed it to be one of the most helpful classes students had taken.

CONTACT PERSON

Greg Bice, Assistant Principal
Sunny Hills High School
1801 Warburton Way
Fullerton, CA 92633
(714) 871-2280

PROGRAM TITLE: Positive Climate for Learning

School: Del Amigo High (Continuation)
District: San Ramon Valley Unified
County: Contra Costa

DESCRIPTION

The purpose of this program is to encourage students to develop a positive attitude toward their campus, toward education, and toward life. Students have the opportunity to build their own environment through participatory decision making which deals with individual contracts, school rules, school budgets, teacher selection, and disciplinary measures. Students have a sense of ownership toward their school which is evident in the cleanliness of the campus and the small number of discipline cases and student suspensions. Peer counseling is used with new students to encourage good attitudes. The instruction is informal and highly individualized, with emphasis on practical learning and career development. Student progress is based on performance.

MAJOR CATEGORY

Positive Climate for Learning

SUPPORTING CATEGORIES

Personalized Learning
Options in Learning
Special Needs of Students
Decision Making
Dropout Prevention
Alternative Education

TARGET AUDIENCE

Problem students 15 to 22 years of age (nongraded 9 through 12)

MATERIALS USED

Varied and innovative

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Budget not available

PROGRAM EVALUATION

Pretesting and post-testing are conducted. All elements are evaluated equally. Western Association of Schools and Colleges has given a full five-year accreditation. Opinion surveys are given to teachers, students, and parents. Student polls showed 95 percent positive responses. Weekly meetings are held with students for evaluation. Reading scores show marked gains.

CONTACT PERSON

Harold Davis, Principal
Del Amigo High School
135 Del Amigo Road
Danville, CA 94526
(415) 837-3221

PROGRAM TITLE: Positive Climate for Learning

School: La Canada High
District: La Canada Unified
County: Los Angeles

DESCRIPTION

To assist students in adjusting to school, parents, and peers, La Canada High School provides individual and group counseling for those who request it. A half-time school psychologist manages the program and provides counseling services.

MAJOR CATEGORY

Positive Climate for Learning

SERVICES AVAILABLE

Documents which describe ongoing activities are available. Inquiry is encouraged.

SUPPORTING CATEGORIES

Living Skills
Counseling
Values Clarification
Dropout Prevention

FINANCIAL REQUIREMENTS

Minimal expense beyond regular budget

TARGET AUDIENCE

The program is for any student who seeks the service. Approximately 75 are served per year in a group. These 75 come from all grade levels. An additional 100 are seen individually.

PROGRAM EVALUATION

-No formal evaluation
-Regular referrals from teachers, parents, and peers; numerous self-referrals; annual assessing of attendance and districts' problems

MATERIALS USED

Concentration on "here and now" attitudes, feelings, and values

CONTACT PERSON

Barbara Stokely
School Psychologist
La Canada High School
4463 Oak Grove Drive
La Canada, CA 91011
(213) 790-6880, Ext. 229

PROGRAM TITLE: Positive Climate for Learning

School: Quimby Oak Intermediate
District: Evergreen Elementary
County: Santa Clara

DESCRIPTION

Three strong curriculum areas contribute to an overall climate favorable to learning.

The social studies, language arts, and health programs, required of all students, operate on a team teaching approach, with individualized instruction for each student. The heart of the school is the resource center, which is used by all teachers.

MAJOR CATEGORY

Positive Climate for Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Diagnostic/Prescriptive Education
Basic Skills
Personalized Learning

FINANCIAL REQUIREMENTS

No excess costs

TARGET AUDIENCE

-Students in grades 7 and 8
-Parents and community members included on a parent advisory council

PROGRAM EVALUATION

The program is evaluated by the principal. Teachers informally evaluate the climate.

MATERIALS USED

The materials are primarily teacher-developed materials.

CONTACT PERSON

Leon Avrech, Principal
Quimby Oak Intermediate
3190 Quimby Road
San Jose, CA 95121
(408) 274-0420

PROGRAM TITLE: Positive Climate School

School: Valhalla High
District: Grossmont Union High
County: San Diego

DESCRIPTION

Valhalla High School is a new school which provides education in an open atmosphere. Parents, students, and community members were extensively involved in the school from its inception, through the planning and building stages. The school operates on the principle of participatory management. The schedule consists of blocks of 90-minute class periods, with emphasis on the humanities. Extensive teacher inservice training is an essential part of the program.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available free of charge. Visitors are welcome by appointment on Mondays and Thursdays, with a limit of 15 people per group.

SUPPORTING CATEGORIES

Positive Climate for Learning
Competency-Based Instruction
Community Involvement
Academic Program
Basic Skills

FINANCIAL REQUIREMENTS

Regular district funds only

TARGET AUDIENCE

Students in grades 9 through 12 (double sessions: grades 10, 11, and 12 from 7 a.m. to 11:50 a.m.; 9th grade from 11:50 a.m. to 4:45 p.m.)

PROGRAM EVALUATION

Teacher surveys; competency-based education in humanities (English, reading, and social studies)

MATERIALS USED

The usual high school instructional materials

CONTACT PERSON

Larry Maw, Assistant Principal
Valhalla High School
1725 Hillsdale Road
El Cajon, CA 92020
(714) 440-1501

PROGRAM TITLE: Process for Curriculum Change

District: Manteca Unified
County: San Joaquin

DESCRIPTION

The Manteca Unified School District has developed a curriculum change process which systematically provides opportunities for people associated with the schools to express their views and initiate ideas regarding curriculum development. The system is based on the participatory management concept; and committees for each subject area, for each school site, and for the district meet regularly to provide for ongoing curriculum revision.

MAJOR CATEGORY

Articulation

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.
Project staff is able to attend meetings and can provide consultation services.

SUPPORTING CATEGORIES

Academic Program
Staff Development
Community Involvement
Decision Making

FINANCIAL REQUIREMENTS

Substantial local money is allowed each year for curriculum development.
Some release time is provided.

TARGET AUDIENCE

Teachers, students in K through grade 12, and administrators

PROGRAM EVALUATION

Staff acceptance and smooth functioning

MATERIALS USED

Curriculum change model and procedure manual, locally developed

CONTACT PERSON

James Thomas
Assistant Superintendent
Manteca Unified School District
P.O. Box 32
Manteca, CA 95336
(209) 823-7111

PROGRAM TITLE: Proficiency Exams

School: Fort Bragg Junior High
District: Fort Bragg Unified
County: Mendocino

DESCRIPTION

Teachers at Fort Bragg Junior High School have developed a series of subject-matter proficiency tests which they administer to the students in the fall and spring. These tests are the basis upon which students are assigned to various ability-level classes and also the basis on which the effectiveness of instruction is assessed.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.
The staff can attend conferences.

SUPPORTING CATEGORIES

Academic Program
Basic Skills
Special Needs of Students
Diagnostic/Prescriptive Education

FINANCIAL REQUIREMENTS

No extra expense

TARGET AUDIENCE

Students in grades 7 through 9

PROGRAM EVALUATION

Growth as determined from premeasure to post-measure exceeded normal expectations. The tests are better than standard evaluations for placing students in learning groups.

MATERIALS USED

Teacher-developed proficiency tests

CONTACT PERSON

James Kirwan, Principal
Fort Bragg Junior High School
500 Harold Street
Fort Bragg, CA 95437
(707) 964-5686

PROGRAM TITLE: Project English

School: Clairemont Senior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

Project English is an elective, open-ended, individualized, multilevel, multiability reading/writing skills improvement center. Students are assisted with their studies in one or more of these areas: (1) basic reading and writing; (2) enrichment reading and writing; (3) work/career related language needs; and (4) other individually defined study goals. Students may enroll in the class, which meets each period in a specially equipped classroom/library complex, for a minimum of four weeks and a maximum of one semester in lieu of their regular English class. Students commit themselves to individually prescribed performance contracts which detail what activities will be performed and what the results will be to indicate success. Teachers and aides continually monitor each student's progress.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

A twenty-minute slide show is available through the school or district office (title: Project English: An Individualized Learning Center at Clairemont High School). Other materials are available at no charge, and visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Personal Development Skills
Basic Skills
Options in Learning

FINANCIAL REQUIREMENTS

No special funding is required to maintain the ongoing program. A two-room laboratory setting is needed. Start-up costs were $1,000 for materials.

TARGET AUDIENCE

Students in grades 10 through 12

PROGRAM EVALUATION

The Comprehensive Test of Basic Skills is used at the beginning and end of the class. Student attitude profiles show high ratings for individualization.

MATERIALS USED

Teacher-prepared mini-units, films, and individually-developed contracts

CONTACT PERSON

Mary Catherine Swanson
Clairemont Senior High School
4150 Ute Drive
San Diego, CA 92117
(714) 273-0201

PROGRAM TITLE: Project R-3

School: Hoover Junior High
District: San Jose Unified
County: Santa Clara

DESCRIPTION

Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. It includes a curriculum that interrelates reading and mathematics with reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skills is provided through gaming/simulation activities that involve team teaching, the decision-making process, and development of career awareness.

MAJOR CATEGORY

Positive Climate for Learning

SUPPORTING CATEGORIES

Personalized Learning
Competency-Based Instruction
Special Needs of Students
Academic Program
Diagnostic/Prescriptive Education

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

Student- and teacher-developed materials, simulations, learning packets, and commercial materials

SERVICES AVAILABLE

Limited materials are available at cost. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

A total of $100,000 from SB 420 and $50,000 from SB 90

PROGRAM EVALUATION

Comprehensive Test of Basic Skills

CONTACT PERSON

Pauline Perazzo, Project Director
Hoover Junior High School
1635 Park Avenue
San Jose, CA 95126
(408) 998-6274

PROGRAM TITLE: Reading

School: Bassett Senior High
District: Bassett Unified
County: Los Angeles

DESCRIPTION

This project uses a diagnostic-prescriptive approach to teach reading skills to students in grades 9-12 who are three or more years below grade level in reading. English fundamentals are a requirement for graduation. The Westinghouse testing program is used for diagnosis. Prescriptions are teacher-developed, and student progress is based on completing the criterion-referenced prescriptions. Regular informal inservice training is ongoing within the reading department. Aides act as tutors.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Competency-Based Instruction
Diagnostic/Prescriptive Education
Basic Skills
Academic Program

TARGET AUDIENCE

Students in grades 9 through 12 who are three or more grades below grade level in reading

MATERIALS USED

A variety of materials, including Westinghouse reading materials and teacher-made materials

SERVICES AVAILABLE

Materials describing the program are available, and visitors are welcome by appointment. Staff members can attend a limited number of conferences.

FINANCIAL REQUIREMENTS

Regular school funds

PROGRAM EVALUATION

Completion of 80 percent of the criterion-referenced test

CONTACT PERSON

Marjorie Quane, Assistant Principal
Bassett Senior High School
755 Ardilla Avenue
La Puente, CA 91746
(213) 333-5251

PROGRAM TITLE: Reading

School: De Anza Junior High
District: Ontario-Montclair Elementary
County: San Bernardino

DESCRIPTION

The De Anza reading program is personalized by testing each student diagnostically and prescribing each instructional plan individually. Students have their own performance contract that is negotiated in conference with a reading center teacher. Progress is evaluated informally daily and formally at completion of each contract; instruction is modified according to results. A well-equipped reading center is the focus of the program, and all students participate regardless of reading level. In addition, counseling is an integral part of the program.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Dissemination materials are available free of charge. Inservice training and workshop presentations may be arranged free of charge as time permits.

SUPPORTING CATEGORIES

Academic Program
Diagnostic/Prescriptive Education
Basic Skills
Special Needs of Students
Competency-Based Instruction

FINANCIAL REQUIREMENTS

This is a state demonstration program receiving $150,000 a year; a total of $10,000 was spent for equipment and materials.

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

Individual diagnostic testing--
Comprehensive Test of Basic Skills

MATERIALS USED

A wide variety of reading materials that are multisensory, multilevel, and of high interest to teenagers

CONTACT PERSON

Ann Glaser, Project Director
De Anza Junior High School
1450 South Sultana
Ontario, CA 91761
(714) 986-8577

PROGRAM TITLE: Reading

School: Wilson Junior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

This reading program exposes students to a wide variety of instructional techniques within a regular classroom situation, including diagnostic testing, programmed books, and games. Individual attention and personalized learning are emphasized. Aides and student tutors are used. Student progress is based on the achievement of stated objectives.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Limited materials are available at cost.

SUPPORTING CATEGORIES

Basic Skills
Special Needs of Students
Positive Climate for Learning
Diagnostic/Prescriptive Education

FINANCIAL REQUIREMENTS

Funded by district, Title I, and demonstration funds

TARGET AUDIENCE

The program involves students in grades 7 through 9. The same students have been in this demonstration project for three years.

PROGRAM EVALUATION

-Comprehensive Test for Basic Skills
-Vocabulary and comprehension
-Attitudinal measure

MATERIALS USED

Many materials, some purchased, some locally developed

CONTACT PERSON

Jack Hill, Project Coordinator
Wilson Junior High
3838 Orange Avenue
San Diego, CA 92105
(714) 280-1661

PROGRAM TITLE: Redlands-Rialto Association of Principals

School: Six junior high schools in two districts
District: Redlands and Rialto
County: San Bernardino

DESCRIPTION

For the past ten years, the principals of six junior high schools in the Redlands and Rialto school districts have met informally each month to coordinate interschool programs, share problems, and plan cooperatively. Subjects covered are athletic contests, exchange visits of students, Student Leadership Conference, the Choral Festival, the Math Tournament, and other problems as they arise.

MAJOR CATEGORY

Articulation

SERVICES AVAILABLE

None

SUPPORTING CATEGORIES

Administrative Strategy
Positive Climate for Learning
Special Needs of Students
Options in Learning

FINANCIAL REQUIREMENTS

None

TARGET AUDIENCE

Junior high administrators

PROGRAM EVALUATION

Parent surveys indicate support.

MATERIALS USED

None

CONTACT PERSON

Jon Scharer, Principal
Clement Junior High School
501 East Pennsylvania Avenue
Redlands, CA 92373
(714) 793-2561

11—77925

PROGRAM TITLE: Reorganization of Curriculum to Reflect Learner Needs

School: Pelton Junior High
District: San Francisco Unified
County: San Francisco

DESCRIPTION

Individualized instruction is the basis for all reading, math, and social studies classes. Most classes have a paid aide and use team teaching four days a week. There are no EMR classes because these students are mainstreamed into the regular classes, with an EH counselor and a regular teacher providing additional assistance. A tutorial center is provided every Wednesday in four classrooms for one period. Parents are regularly involved in the program. Teachers regularly meet for development activities two hours a week.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available at no charge. Visitors are welcome by appointment. Training is conducted at the site, and consultation services are available.

SUPPORTING CATEGORIES

Positive Climate for Learning
Special Needs of Students
Academic Program
Staff Development

FINANCIAL REQUIREMENTS

SB 90 (EDY) funds for a reading lab; SB 420 funds for reading demonstration programs; ESEA, Title I, funds

TARGET AUDIENCE

Students in grades 7 through 9 and teachers

PROGRAM EVALUATION

The Comprehensive Test of Basic Skills is used for pretesting and post-testing. The Gilmore and McCarthy diagnostic tests are also used. The school employs a certified evaluator.

MATERIALS USED

Multilevel texts, Hoffman readers, teaching tapes, teacher-made materials, Baron Educational Series Word Power Lessons, SRA materials, calculators, SRA math kits, and math machines

CONTACT PERSON

Ted Carroll, Principal
Pelton Junior High School
45 Conkling Street
San Francisco, CA 94124
(415) 648-5932

PROGRAM TITLE: Resource Learning Center and Independent Study

School: Vallecito Intermediate
District: Dixie Elementary
County: Marin

DESCRIPTION

Vallecito Intermediate School has established a well-equipped media and resource center which provides opportunities for a wide variety of group and individual projects, term papers, study units, and a strong independent study program. The center contains both printed and audiovisual materials of all kinds and is set up so that students can use it on their own at their own rate. The nine-week independent study course consists of four days a week spent in research in a topic of interest, and a fifth day is spent in a group, with each student talking about what he or she has learned. Students turn in various preliminary reports and a final paper.

MAJOR CATEGORY

Options in Learning

SUPPORTING CATEGORIES

Personalized Learning
Positive Climate for Learning
Special Needs of Students
Resource Center

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

Books, learning activity packets, tapes, and a variety of other materials

SERVICES AVAILABLE

Brochures are available at no charge. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

ESEA, Title II, Phase II, funding of $50,000 was provided in 1973. The district allocates $3 per student.

PROGRAM EVALUATION

Questionnaires are sent to parents, students, and staff. Library use for independent study increases even though enrollment goes down. Questionnaire responses of parents-teachers club board are favorable. A parent visitation program is conducted; 100 parents visit for one-half day. Their reactions are favorable.

CONTACT PERSON

Walter Vater, Principal
Vallecito Intermediate School
50 Nova Albion Way
San Rafael, CA 94903
(415) 479-0212

PROGRAM TITLE: School Craftsmanship

School: Roger S. Fitch Junior High
District: Monterey Peninsula Unified
County: Monterey

DESCRIPTION

In the 1975-76 school year, the School Craftmanship class enrolled approximately 15 students, who learned skills and provided improvements to school facilities that would not normally have been available because of limited budgets. Students repaired lockers, welded broken desks, repaired chairs, replaced floor tile, built railings, made storage cabinets and shelves, installed locks, and performed dozens of other repairs and improvements necessary for smooth school operation.

In 1976-77 the enrollment doubled, and these students were distributed throughout regular shop classes so that their activities would be more visible to other students.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

A videotape show is available for a $5 fee. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Vocational Education
Positive Climate for Learning
Special Needs of Students

FINANCIAL REQUIREMENTS

The course results in considerable financial savings to the district, estimated to be $13,000 in one year.

TARGET AUDIENCE

Junior high school students

PROGRAM EVALUATION

Vandalism has decreased significantly. Teachers evaluate each job.

MATERIALS USED

The usual materials and equipment for industrial arts shops

CONTACT PERSON

Jim Malone
Roger S. Fitch Junior High School
North-South Road at Anza
Fort Ord, CA 93941
(408) 649-7331

PROGRAM TITLE: School-Within-a-School

School: Roosevelt Intermediate
District: Modesto City High
County: Stanislaus

DESCRIPTION

The School-Within-a-School provides an alternate program of instruction for students attending Roosevelt Intermediate School. The program operates during the first four periods of the school day and includes 120 students and four instructors at each grade level in the academic subjects required of 7th and 8th grade students. The objectives include accelerated learning in the basic subjects, development of positive educational values, and growth of students' responsibility by involving them in personal and group decision making.

The program components include modular scheduling, individualized instruction in math, large- and small-group instruction, field trips, emphasis on reading and basic learning skills, and involvement in the program's student government. Emphasis is placed upon flexibility for staff and students, which allows them to develop their own program of instruction.

The School-Within-a-School utilizes the same educational materials as the regular program. Academic oojectives for the regular program must be met and are usually exceeded. A silent reading program and unstructured time allow students to complete homework assignments or receive assistance from instructors. A consistently applied set of rights and responsibilities is incorporated. Parent conferences include all four instructors, the parent, and, where applicable, the student.

The student population is voluntary and includes students of all ability and achievement levels. Classes within the program are heterogeneously grouped and may be mixed periodically to provide balance as well as inhibit the development of cliques or student conflicts.

The School-Within-a-School operates in two remodeled wings of the school. The areas provide for large- and small-group presentations and classroom work. Students do not have to leave the facility to go from one area to another.

The program has been in operation at the 7th grade for four years and at the 8th grade for two years. All evaluations have indicated that the program is meeting, or exceeding, the stated objectives.

MAJOR CATEGORY

Options in Learning

SUPPORTING CATEGORIES

Academic Program; Diagnostic/ Prescriptive Education; Counseling; Personalized Learning

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

The usual materials found in the regular program

PROGRAM EVALUATION

Standardized tests have been used to determine student growth in academic areas of math and reading. Student and parent assessments are taken each year. All data have been positive.

SERVICES AVAILABLE

A program summary is available for $1 and includes all evaluation data. Visitors are welcome by appointment. Consultants can travel to speak to districts about alternative programs of instruction, staff development, or evaluation; costs must be shared.

FINANCIAL REQUIREMENTS

The initial costs for implementation depend upon school and district factors. At Roosevelt the cost for both programs was approximately $25,000, most of which involved remodeling.

CONTACT PERSON

James S. Fletcher, Resource Teacher
Roosevelt Intermediate School
1330 College Avenue
Modesto, CA 95350
(209) 524-6866

PROGRAM TITLE: School-Within-a-School

School: Stagg Senior High
District: Stockton City Unified
County: San Joaquin

DESCRIPTION

The Stagg High School School-Within-a-School is designed to give students exceptional opportunities to pursue areas of interest that normally are not available in high schools. A wide variety of teaching structures is used, including team teaching, small- and large-group instruction, and individual student projects.

MAJOR CATEGORY

Options in Learning

SUPPORTING CATEGORIES

Personalized Learning
Academic Program
Special Needs of Students
Alternative Education

TARGET AUDIENCE

A total of 120 students in grades 10 and 11

MATERIALS USED

The usual variety of materials, plus teacher-made materials and use of community resources

SERVICES AVAILABLE

Not applicable

FINANCIAL REQUIREMENTS

Funds from regular budget; $1,200 per-pupil cost

PROGRAM EVALUATION

-Evaluations of students, teachers, and the principal
-Assessment of teachers and students (questionnaires) regarding the program
-Pretest and post-test
-Objective analysis and quizzes
-Subjective analysis of program by students and teachers
-Comparison of results of students in the program with those of other students in the school
-Positive feedback from students who graduated and left the program
-Self-evaluation of teachers periodically--weekly

CONTACT PERSON

C. T. Haan, Principal
Stagg Senior High
1621 Brookside Road
Stockton, CA 95207
(209) 466-3911, Ext. 273

PROGRAM TITLE: School-Within-a-School/Cluster Concept

School: Clovis High
District: Clovis Unified
County: Fresno

DESCRIPTION

Students at Clovis High School choose to be primarily in one of four clusters: Cluster 1 - FLASH (foreign language, social science, English, speech, humanities, and driver training); Cluster 2 - physical education, art, performing arts; Cluster 3 - SAM (science, aerospace, mathematics); Cluster 4 - industrial education, agriculture, business, home economics, and special education. Students in each cluster are provided opportunities to explore in depth career opportunities in their fields, although there are no course restrictions or requirements attached to the student's choice. Each cluster is headed by a learning director, who is responsible for all students enrolled in his or her cluster, even though they may be taking courses in other clusters.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Materials are available at no charge in limited quantities. Visitors are welcome by appointment. Learning directors are able to attend conferences and provide consultation.

SUPPORTING CATEGORIES

Academic Program
Special Needs of Students
Positive Climate for Learning

FINANCIAL REQUIREMENTS

Funded with regular district funds

TARGET AUDIENCE

Students in grades 10 through 12

PROGRAM EVALUATION

-The principal meets weekly with the learning directors and department heads. No formal assessments are conducted.
-Each cluster presents its program to the superintendent and building principal; a total evaluation is presented, documented by information from the learning director, twice a year.
-Standardized tests are given in each department.
-Competency-based program evaluation, by units, is used also.

MATERIALS USED

Variety of materials

CONTACT PERSON

William J. Contente, Jr., Principal
Clovis High School
5550 North Fowler Avenue
Clovis, CA 93612
(209) 299-7211

PROGRAM TITLE: Science Elective Program

School: Gray Avenue Intermediate
District: Yuba City Unified
County: Sutter

DESCRIPTION

Gray Avenue Intermediate School's science program requires students to take a minimum of three semesters of science—one general course and two electives. Most students choose to take a fourth semester of elective. The courses are geared to high student interest and emphasize the inquiry approach. In many courses multisensory materials are used for teaching. The courses are activity-oriented, with emphasis on field trips, experiments, and the use of community resources.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Academic Program
Decision Making
Personalized Learning

FINANCIAL REQUIREMENTS

The program is funded primarily from the regular budget. Some MGM funds are used for the gifted program.

TARGET AUDIENCE

Students in grades 7 and 8

PROGRAM EVALUATION

Comprehensive Test of Basic Skills and teacher testing

MATERIALS USED

Teacher-developed materials

CONTACT PERSON

Douglas W. Usedom, Principal
Gray Avenue Intermediate School
808 Gray Avenue
Yuba City, CA 95991
(916) 673-4146

PROGRAM TITLE: Service Learning

District: Mountain View-Los Altos Union High
County: Santa Clara

DESCRIPTION

Students at Awalt, Los Altos, and Mountain View high schools have a large number of service-oriented experience options they may pursue through the Service Learning program. Activities include tutoring at elementary schools, playground supervision, assistance in recreational activities, assistance in a swim program and play therapy at a community association for the retarded, hospital volunteer work, experience at the community Crisis Center, and similar activities. The emphasis is on personal development, growth in social skills, and career options exploration.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

A booklet is available at no charge; visitors are welcome by appointment.

SUPPORTING CATEGORIES

Personal Development Skills
Options in Learning
Living Skills
Community Involvement

FINANCIAL REQUIREMENTS

The major expense is the salary of a coordinator.

TARGET AUDIENCE

Students in grades 10 through 12

PROGRAM EVALUATION

The program is too new to yield any significant data.

MATERIALS USED

Not applicable

CONTACT PERSON

Gerald Schiffman, Coordinator
Awalt High School
3535 Truman Avenue
Mountain View, CA 94040
(415) 968-1647

PROGRAM TITLE: Skill Discovery and Assessment Center

School: Fullerton High
District: Fullerton Union High
County: Orange

DESCRIPTION

The purpose of this program is to provide continuous assessment and guidance to disadvantaged students to help them succeed in the regular vocational education program. The Assessment Center works in cooperation with the Career Center, the Work Experience Center, and the Vocational Education Department to assess, train, and place students in work situations on the basis of their abilities and interests. Many students in the program are bilingual, and a bilingual aide provides assistance. Students still attend regular classes.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Limited materials are available at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Personal Development Skills
Counseling
Decision Making

FINANCIAL REQUIREMENTS

The approximate per pupil cost is $260. The majority of funding is from Vocational Education Act funds.

TARGET AUDIENCE

Approximately 100 students in grades 9 through 12 who have been identified as socially, educationally, or culturally deprived and who have not been successful in the regular school program

PROGRAM EVALUATION

Competency-based performance tests and student follow-up surveys

MATERIALS USED

Commercially produced work kits that are used to assess students' ability to perform tasks related to various jobs

CONTACT PERSON

Gene Silva, Project Director
Fullerton High School
201 East Chapman Avenue
Fullerton, CA 92634
(714) 871-9000

PROGRAM TITLE: SOAP: Student-Oriented Achievement Program

School: Will C. Wood Junior High
District: Vacaville Unified
County: Solano

DESCRIPTION

The English SOAP program (Student-Oriented Achievement Program) consists of a series of 4-1/2-week mini-courses covering writing, vocabulary, spelling, literature, grammar, and one elective. The instruction is individualized, with teacher-prepared work sheets for the entire course. Students may challenge the mini-courses by passing the final test at 90 percent or more, which is the minimum standard for a student to pass each course.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Diagnostic/Prescriptive Education
Basic Skills
Mini-Courses

FINANCIAL REQUIREMENTS

Funds for a full-time aide to handle the extensive paperwork

TARGET AUDIENCE

Students in grades 8 and 9

PROGRAM EVALUATION

A pretest and post-tests are used. There is increased student demand for enrollment. More failure is noted than in traditional classes, but there is also more accountability. It is believed that students are learning more than in traditional classes.

MATERIALS USED

Programmed work sheets developed by teachers

CONTACT PERSON

Betty Alpert, Program Coordinator
Will C. Wood Junior High
998 Marshall Road
Vacaville, CA 95688
(707) 448-8466

PROGRAM TITLE: SPACE: Santana Program of Active Community Education

School: Santana High
District: Grossmont Union High
County: San Diego

DESCRIPTION

This is a "special study" off-campus, double period and double credit program emphasizing learning by doing, making career decisions, developing self-responsibility, and involving students in community improvement activities such as working on political campaigns, at the local geriatrics hospital, with the sheriff's department, with the fire department, in the recreation program, at the Home of Guiding Hands for retarded youngsters, and in the elementary schools.

Students have the option of signing up for the following "paired" credit courses:

1. American Government and Community Action
2. Psychology and Personal Development
3. Sociology and Cultural Awareness
4. U.S. History and Independent Research
5. Career Exploration and Decision Making
6. Economics and Economic Survival

Students must develop their own learning and activity plan within a broad framework provided by a team of three teachers and an aide, with monitoring through small-group discussions, keeping of individual logs and notebooks, teacher visitation and observation, and basic testing for comparison with more traditional on-campus classes.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Positive Climate for Learning
Career and Occupational Development
Options in Learning
Use of Community Resources

TARGET AUDIENCE

A total of 75 students in grades 11 or 12

MATERIALS USED

Primarily teacher-made materials; extensive use of various community agencies' materials

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.
Staff can attend conferences.

FINANCIAL REQUIREMENTS

District "Innovative Fund" during the first year only; all other funding from local sources

PROGRAM EVALUATION

Preassessments and postassessments in some areas

CONTACT PERSON

Bob Brady, Principal
Santana High School
9915 Magnolia Avenue
Santee, CA 92071
(714) 448-5500

PROGRAM TITLE: Special Needs of Students

School: Hopkins Junior High
District: Fremont Unified
County: Alameda

DESCRIPTION

Hopkins Junior High School provides classes for educationally handicapped students and for those with special academic and behavior problems. Assignments are individualized, and teachers and counselors work closely with students to help them progress, with the ultimate goal being to get the students into regular classrooms. Students work in self-contained classes. The whole school operates on a point system, which encourages a positive climate in the school.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment. Materials are available for the cost of reproduction.

SUPPORTING CATEGORIES

Bilingual Education
Counseling
Positive Climate for Learning
Options in Learning

FINANCIAL REQUIREMENTS

Fiscal provisions are minimal.

TARGET AUDIENCE

Selected students in grades 7 and 8

PROGRAM EVALUATION

Teachers evaluate continually. Informal surveys are used. The consensus of participants is that these programs are valuable.

MATERIALS USED

Special education materials, bilingual materials, and locally produced materials

CONTACT PERSON

Al Jones, Principal
Hopkins Junior High School
600 Driscoll Road
Fremont, CA 94538
(415) 656-3500

PROGRAM TITLE: Staff Development

School: El Rancho Junior High
District: Orange Unified
County: Orange

DESCRIPTION

Differentiated staffing and participatory management strategies are used to provide time for staff development activities which result in improved teaching and a stronger educational program. The teaching staff meets each Wednesday morning on a voluntary basis for ongoing program development, while the administration provides activities and supervision for students. All certificated staff, including administrators, share classroom assignments, and all classroom teachers share in administrative and counseling responsibilities. Teachers who are released to attend workshops and make visits to other schools are required to provide leadership to other staff members.

MAJOR CATEGORY

Staff Development

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Differentiated Staffing

FINANCIAL REQUIREMENTS

No additional funds are required.

TARGET AUDIENCE

Teachers, administrators, and support staff

PROGRAM EVALUATION

Ongoing feedback and questionnaires indicate positive attitudes of all participating.

MATERIALS USED

None

CONTACT PERSON

Joyce Roebuck, Assistant Principal
El Rancho Junior High School
181 South Del Gorgio
Anaheim, CA 92807
(714) 997-6238

PROGRAM TITLE: Staff Development

School: Solano Junior High
District: Vallejo City Unified
County: Solano

DESCRIPTION

This is a specialized program in teacher training which uses outside consultants and carefully planned monthly meetings. An extra supervisory teacher is hired to provide release time for staff to visit other projects, attend advisory council meetings, and participate in other activities relating to the staff development program. Participatory management is emphasized, and the teaching staff plans the total school program as a group. Preliminary plans are made at the department level, and these plans are brought together with reading as the central focus of instruction.

MAJOR CATEGORY

Staff Development

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Decision Making
Individualized Instruction
Special Needs of Students
Living Skills

FINANCIAL REQUIREMENTS

A total of $85,000 for one supervising teacher and nine aides who are used in reading and math

TARGET AUDIENCE

Teaching staff in grades 7 through 9

PROGRAM EVALUATION

Evaluation from parents and students; ongoing district evaluation

MATERIALS USED

A project booklet was prepared by the staff council. Materials are reproduced and distributed monthly.

CONTACT PERSON

Henry Elliott, Principal
Solano Junior High School
1025 Corcoran Street
Vallejo, CA 94590
(707) 643-8641

PROGRAM TITLE: Staff Development (Competency-Based Instruction)

District: Fullerton Joint Union High
County: Orange

DESCRIPTION

The Fullerton Joint Union High School District Office trains teachers in the district to improve their skills in developing competency-based instruction in all teaching areas throughout the district. Three groups (program administrators, teachers, and students and community members) work in a five-phase series consisting of instruction, development, checking, revision, and adoption. Now in the second of three years, the project will culminate next year with major curriculum changes.

MAJOR CATEGORY

Staff Development

SERVICES AVAILABLE

The format for staff development activities is available. Competencies for 21 curriculum areas are available for $5. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Competency-Based Instruction
Academic Program
Curriculum Revision
Community Involvement

FINANCIAL REQUIREMENTS

The costs for staff development programs are provided from district funds, which are used to pay for such items as release time, consultant services, travel, materials, and workshops.

TARGET AUDIENCE

A total district effort involving teachers, curriculum specialists, administrators, students, parents, and community members

PROGRAM EVALUATION

-Enthusiastic response from teachers, who participate voluntarily
-Field-test in spring, 1978

MATERIALS USED

No special materials are required.

CONTACT PERSON

Robert French, Assistant Superintendent
Fullerton Joint Union High
School District
2600 East Nutwood Avenue
Fullerton, CA 92631
(714) 879-4451

PROGRAM TITLE: STEP (Systems to Encourage Potential)

School: San Diego Senior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

STEP is a program operating at several junior high and senior high schools in the San Diego City Unified School District. Talented bilingual and bicultural students work closely with adult bilingual and bicultural role models from the local business and professional community. These role models come to the school to participate in classes, seminars, luncheons, and workshops and also direct internships in which high school students work directly in their offices and places of business. This allows the students to experience their workday and to experience being treated as responsible adults.

MAJOR CATEGORY

Adult Advisor

SERVICES AVAILABLE

Brochures are available at no cost. Visitors are welcome by appointment. The staff is able to attend conferences.

SUPPORTING CATEGORIES

Special Needs of Students
Career and Occupational Development
Use of Community Resources
Options in Learning

FINANCIAL REQUIREMENTS

The total budget is $31,864 annually, which includes the project coordinator, student internship support, and field trips. The program is partially funded through Title I.

TARGET AUDIENCE

Bilingual and bicultural students in grades 9 through 12

PROGRAM EVALUATION

-Both formal and informal assessments are conducted.
-A questionnaire on job opportunities and students' own feelings and perceptions regarding their future career is used.

MATERIALS USED

A self-developed needs assessment, values clarification and decision-making materials, and community resource people

CONTACT PERSON

Dean Peck, Facilitator
San Diego Senior High School
12th and Russ Streets
San Diego, CA 92101
(714) 233-5101

PROGRAM TITLE: STRIVE (Students Taking a Real Interest in Valuable Education)

School: Bell Junior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

The STRIVE program (Students Taking a Real Interest in Valuable Education) is a school-within-a-school which combines the advantages of a small student population (300) within the setting of a large campus. The program is based on the idea that no single education program, no matter how good, can serve the needs of all students in a large urban school; and it seeks to provide an optional humanistic, interdisciplinary, racially and ethnically balanced, integrated, multilevel approach to learning. Admission is by application, and while no minimum grade average is required, students must be able to be responsible for their own learning. Students, teachers, and administrators participate in decision making in regular weekly meetings, and the emphasis of the program is on individual student contracts. Students work alone and in small groups. Teachers volunteer to participate in this program.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Integrated/Interdisciplinary Education
Positive Climate for Learning
Special Needs of Students
Options in Learning
Community Involvement
Decision Making

TARGET AUDIENCE

Students in grades 7 through 9;
six teachers and one administrator

MATERIALS USED

Student- and teacher-produced materials, contracts, and a wide variety of other materials

SERVICES AVAILABLE

Materials are available without cost. Visitors are welcome by appointment. Consultant services are available in return for expenses.

FINANCIAL REQUIREMENTS

Thirty percent of a teaching position is funded from MGM funds; the rest is funded from regular district funding. Extensive fund raising projects are conducted to provide supplementary funds for special projects, field trips, and the like.

PROGRAM EVALUATION

The program is evaluated by means of a teacher evaluation, district skills assessment tests, the Comprehensive Test of Basic Skills and the Likert School Survey. A teacher-developed student and parent attitude survey indicated the program is highly successful.

CONTACT PERSON

Nancy Shelburne, Vice-Principal
Bell Junior High School
620 Briarwood Road
San Diego, CA 92139
(714) 479-7111

PROGRAM TITLE: Student-Centered Curriculum

School: Branciforte Junior High
District: Santa Cruz City Elementary and High
County: Santa Cruz

DESCRIPTION

The Student-Centered Curriculum (SCC) operates as a school-within-a-school to provide an alternative learning experience for students who are able to direct their own learning and take responsibility for their own actions. It offers an opportunity for students to pursue their own interests at the same time they reinforce their skills in subject matter. It emphasizes the development of self-direction in students, and encourages field trips and community involvement.

MAJOR CATEGORY

Personalized Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Diagnostic/Prescriptive Education
Alternative Education
Positive Climate for Learning
Special Needs of Students
Decision Making

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

Students in grades 7 and 8;
29 enrollees this year

PROGRAM EVALUATION

Questionnaires are sent to students and parents at the end of the year. Students conduct a self-evaluation every six weeks. These are sent to the parents.

MATERIALS USED

A wide variety of materials

CONTACT PERSON

Gordon Ouse, Teacher
Branciforte Junior High School
315 Poplar Street
Santa Cruz, CA 95060
(408) 429-3883 and 3800

PROGRAM TITLE: Student Growth Center

School: Fremont Junior High
District: Pomona Unified
County: Los Angeles

DESCRIPTION

Fremont Junior High School assists students who are experiencing difficulty in academic and/or behavioral areas through intensified, individualistic support services. Students who are identified as possible clients for this program are carefully screened, with the close cooperation of the parents and student, and, if approved, are assigned to a "Growth Center" room where they receive individual attention, subject tutoring, and problem-solving instruction. When the student's individual contract is completed, the student reenters the regular classrooms.

MAJOR CATEGORY

Positive Climate for Learning

SUPPORTING CATEGORIES

Special Needs of Students
Counseling
Living Skills
Options in Learning

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

A wide range of supplemental instructional materials in all subject areas

SERVICES AVAILABLE

Materials are available free of charge.
Visitors are welcome by appointment.
Consulting services are available.

FINANCIAL REQUIREMENTS

Liaison with the University of California, Riverside, for assistance; one classroom; $1,000 for basic materials; and $150 for ongoing costs

PROGRAM EVALUATION

-Comprehensive Test of Basic Skills
-Self-evaluation by students
-Teacher feedback
-District criterion-referenced test

CONTACT PERSON

Rafael Estupinian, Principal
Mike Russ, Teacher
Fremont Junior High School
725 West Franklin Avenue
Pomona, CA 91766
(714) 623-5251, Ext. 385

PROGRAM TITLE: Student Guidance System

School: Sonora High
District: Fullerton Joint Union High
County: Orange

DESCRIPTION

Sonora High School's guidance program helps each student with career choices and encourages the improvement of decision-making skills. Guidance counselors work closely with teachers to integrate their goals and objectives into the classroom setting. Students participate in a career awareness unit in the classroom.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Materials and information on other sources for materials are available on request. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Counseling
Personal Development Skills
Decision Making
Values Clarification

FINANCIAL REQUIREMENTS

District funds and Title IV-C funds

TARGET AUDIENCE

A total of 1,900 students in grades 9 through 12

PROGRAM EVALUATION

Pretests and post-tests indicate a substantial difference in students' ability to make career decisions.

MATERIALS USED

Student guidance record for each student; career center materials

CONTACT PERSON

John Costello, Assistant Principal
Sonora High School
501 South Palm Street
La Habra, CA 90631
(714) 691-0771

PROGRAM TITLE: Student Job Placement

Sponsor: Sacramento County Regional Occupational Program, Office of the Sacramento County Superintendent of Schools
County: Sacramento

DESCRIPTION

A recently created job placement service assists high school graduates who possess saleable skills in obtaining employment. Students are provided assistance with job-seeking skills, resume preparation, interview techniques, and follow-up. A major component is the job developer, who spends considerable time contacting employers for job openings. Services have been expanded to include graduates of vocational education classes and the regional occupational program.

MAJOR CATEGORY

Career and Occupational Development

SERVICES AVAILABLE

Brochures, pamphlets, organizational charts, and personal tours are available.

SUPPORTING CATEGORIES

Vocational Education
Special Needs of Students
Personal Development Skills
Adult Advisor

FINANCIAL REQUIREMENTS

Personnel costs and start-up costs

TARGET AUDIENCE

High school graduates with saleable skills

PROGRAM EVALUATION

Job placement statistics

MATERIALS USED

District-developed materials

CONTACT PERSON

Jack Jenkins, Consultant
Ancillary Services
Office of the Sacramento County Superintendent of Schools
9738 Lincoln Village Drive
Sacramento, CA 95827
(916) 366-2591

PROGRAM TITLE: Student Participation in Yearbook Production

School: Byrd Junior High
District: Los Angeles Unified
County: Los Angeles

DESCRIPTION

The objective of this project is to have selected students participate in all phases of producing the school yearbook. The photography, design, and layout are done by a yearbook class of 40 students who are selected and enrolled in a summer school class and who continue through the first semester. The printing is done by students in the graphic arts classes.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Career and Occupational Development
Yearbook Production

FINANCIAL REQUIREMENTS

No additional costs are involved in the program. The yearbook is available to students at about half the cost of having it printed commercially.

TARGET AUDIENCE

Selected students in grades 7 through 9

PROGRAM EVALUATION

No formal evaluation data are available.

MATERIALS USED

Not applicable

CONTACT PERSON

Henry V. Quinley, Jr., Principal
Byrd Junior High School
9171 Telfair Avenue
Sun Valley, CA 91352
(213) 767-9550

PROGRAM TITLE: Study Center/Volunteers

School: Los Gatos High
District: Los Gatos Joint Union
County: Santa Clara

DESCRIPTION

The Study Center at Los Gatos High School relieves teachers of the mech ıical aspects of locating and providing current materials for student use. Forty volunteers largely recruited from the PTA provide six hours of assistance daily in clipping newspaper articles and filling out index cards for magazine articles. There are 250 distinct categories for which material is regularly collected. In addition, special work outside the regular categories is provided on the request of teachers, or at the request of a single student when it seems warranted. For example, special materials were collected for a debate student.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Options in Learning
Academic Program
Use of Community Resources
Community Involvement

FINANCIAL REQUIREMENTS

A small budget for magazines and a part-time aide

TARGET AUDIENCE

Students in grades 9 through 12 and parent volunteers

PROGRAM EVALUATION

Teachers, students, and parents think the program is very successful. The service is heavily used in instruction.

MATERIALS USED

Magazines and newspapers

CONTACT PERSON

Allen K. Coryell, Principal
Los Gatos High School
P.O. Box 248
Los Gatos, CA 95030
(408) 354-2730

PROGRAM TITLE: Study Skills Program

School: American High
District: Fremont Unified
County: Alameda

DESCRIPTION

Behavior-problem students and those who are not succeeding in school are the focus of a specialized class within this open-space school. The purpose is to convince students they can perform, to build students' trust, and to improve their behavior and attendance records. Classes are kept smaller than others, but no extra attention and resources are devoted to working with these students. Classes take field trips around the Bay Area, one purpose of which is to build trust. Students are encouraged to develop the self-reliance and responsibility to handle the open and relaxed atmosphere of an open-space school.

MAJOR CATEGORY

Positive Climate for Learning

SUPPORTING CATEGORIES

Basic Skills
Personal Development Skills
Special Needs of Students
Open Campus
Dropout Prevention

TARGET AUDIENCE

Students in grade 9

MATERIALS USED

No materials other than the usual ones, including AV materials

SERVICES AVAILABLE

Materials are available at no charge. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No special costs

PROGRAM EVALUATION

-End-of-unit tests are used. Students move to regular classes at the end of the year or, occasionally, at the end of the first semester.
-A thorough evaluative study of achievement, attendance data, and hard data are available upon request.
-Booklet

CONTACT PERSON

Joe Tranchina, Principal
American High School
36300 Fremont Boulevard
Fremont, CA 94536
(415) 796-1776

PROGRAM TITLE: Summer Leadership Academy

School: MGM Academy
District: Anaheim Union High
County: Orange

DESCRIPTION

There are two purposes to this program: to provide alternative learning experiences for talented students and to provide staff development. Teachers are carefully selected and are not under the normal time constraints since this is a summer program. Students do independent research projects which are individualized for each. Teachers act as resource specialists. The school has a flexible format and varied group size and is almost entirely community-based. On-campus activities are conducted at the Gilbert Continuation School. Individual projects are evaluated by student peers. This program provides a laboratory for teachers to experience the learning styles and capabilities of MGM learners.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Integrated/Interdisciplinary Education
Staff Development
Special Needs of Students
Options in Learning
Research-Oriented Program

TARGET AUDIENCE

Seventy-five top students selected from 300 MGM students (36,000 students in 10th and 11th grade population); equal balance of males and females; district distribution of ethnic minorities; one-third each in math-science, social studies, and fine arts

MATERIALS USED

Community-based program; $9,000 for support and field trips; materials from community

SERVICES AVAILABLE

Descriptive material is available at cost. Visitors are welcome in the summer with an appointment. Consultant services are available in return for paid expenses and substitutes.

FINANCIAL REQUIREMENTS

The program is funded half from district funds, half from MGM funds. The total cost for the summer program is $9,000, plus staffing. Seventy-five students participate. Students pay for their meals and lodging while traveling.

PROGRAM EVALUATION

-Student, teacher, parent evaluation
-Pretest and post-test, surveys, opinion polls, and parent meetings

CONTACT PERSON

Leo Arranga, Assistant Superintendent
MGM Academy
Gilbert High School
501 Crescent Way
Anaheim, CA 92801
(714) 956-6763

PROGRAM TITLE: Survival Skills: Consumer and Homemaking Education

School: Durham High
District: Durham Unified
County: Butte

DESCRIPTION

Durham High School provides a consumer and homemaking education program designed to prepare students in practical skills for living as responsible adults and taking care of themselves. A wide variety of methods is used, including small- and large-group instruction, community resource people, and field trips.

MAJOR CATEGORY

Personalized Learning

SUPPORTING CATEGORIES

Special Needs of Students
Personal Development Skills
Use of Community Resources
Values Clarification

TARGET AUDIENCE

Students in grades 9 through 12 who elect these courses

MATERIALS USED

A wide variety of materials, including business and tax forms

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

The majority of funding is regular district funding. Vocational Education Act, Part F, funds are also used.

PROGRAM EVALUATION

The competencies of students are routinely assessed. Evaluation also includes:

-Practical problem evaluation
-Student effective behavior
-Parent feedback
-Questionnaires--pretest and post-test evaluation
-Observation of students and listening

CONTACT PERSON

Marguerite Crenshaw, Chairperson
Department of Homemaking and Consumer Education
Durham High
P.O. Box 397
Durham, CA 95938
(916) 342-6481

PROGRAM TITLE: SWAP: Students with Alternative Programs

School: John Muir Junior High
District: San Jose Unified
County: Santa Clara

DESCRIPTION

SWAP: Students with Alternative Programs is an alternative school for truants; emotionally disturbed students; and those with aggressive, antisocial, passive, or disruptive behavior patterns. Consent of the teacher, SWAP advisory board, parent, and student are necessary for placement. The program permits the placement of the student in regular classes, alternative classes, or a combination of both. Features of the alternative classes are increased individual attention and the use of a variety of techniques, such as field trips, work experience, and on-site job observation.

MAJOR CATEGORY

Alternative Education

SUPPORTING CATEGORIES

Special Needs of Students
Diagnostic/Prescriptive Education
Academic Program
Dropout Prevention
Learning Disabilities
Living Skills

TARGET AUDIENCE

Students in grades 7 through 9 who are not succeeding in the regular program

MATERIALS USED

Most are teacher-developed materials.

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

No extra cost

PROGRAM EVALUATION

The advisory board conducts an annual informal evaluation with input from staff, students, and the community.

CONTACT PERSON

Hal Garrett, Vice-Principal
John Muir Junior High
1260 Branham Lane
San Jose, CA 95118
(408) 998-6281

PROGRAM TITLE: Teacher Advisor Program

School: Irvine High
District: Irvine Unified
County: Orange

DESCRIPTION

Designed to meet the secondary reform recommendation that students have easy and frequent access to an adult advisor at school, Irvine High School has a daily session for group and individual guidance. It differs from a "homeroom" in that teachers actively work within a developmental guidance framework with each student on school, family, and personal problems.

MAJOR CATEGORY

Teacher Advisors

SERVICES AVAILABLE

Limited materials are available free of charge. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Positive Climate for Learning
Personalized Learning
Special Needs of Students
Counseling

FINANCIAL REQUIREMENTS

No extra funds are needed.

TARGET AUDIENCE

Students in grades 9 through 11

PROGRAM EVALUATION

Advisement competence will be field-tested and evaluated with 50 students in each grade level.

MATERIALS USED

Teacher Advisor Handbook

CONTACT PERSON

Mary Ann Emmons, Counselor
Irvine High School
4321 Walnut Avenue
Irvine, CA 92714
(714) 552-4211

PROGRAM TITLE: Teacher Advisor Program

School: Venado Middle
District: Irvine Unified
County: Orange

DESCRIPTION

The purpose of this program is to provide students with a nonauthoritarian, nonthreatening "teacher advocate" to talk with in twice-weekly small-group sessions as well as at other times. This is part of an overall effort to integrate the competency-based and individualized curriculum at the school. Students are assigned in groups of twenty to teachers who listen to them, talk with them about their concerns, and help them to clarify their thoughts.

A staff development program is offered to enchance teachers' skills in the advisement and counseling aspects.

MAJOR CATEGORY

Adult Advisor

SUPPORTING CATEGORIES

Personalized Learning
Positive Climate for Learning
Special Needs of Students
Personal Development Skills
Values Clarification

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

Staff-developed competencies and lesson plans, multimedia, plus the Human Development Training Institute's Innerchange Program

SERVICES AVAILABLE

Materials are available free of charge.

FINANCIAL REQUIREMENTS

Extra funding from a Title IV-C project

PROGRAM EVALUATION

A competency-based test/criterion-referenced test is given during the year. A goal-setting conference involving teachers, students, and parents is held; 80 percent of all parents attend.

CONTACT PERSON

Janice Smith, Administrative Assistant
Venado Middle School
4 Deerfield Avenue
Irvine, CA 92714
(714) 552-4771

PROGRAM TITLE: Teacher Advisory Groups

School: Foothill High
District: Amador Valley Joint Union High
County: Alameda

DESCRIPTION

The purpose of this program is to provide an adult friend on campus for every student. Each teacher has a group of approximately 22 students assigned randomly. The teachers supplement the regular staff counselors. Groups of 15 teachers work cooperatively with each counselor. The TAG (Teacher Advisory Groups) meet on an irregular basis, averaging every two weeks for 30 to 45 minutes. Teachers hold individual and group discussions with students, talk with parents, and occasionally take field trips. Students are assigned without regard to interest, ability, or grade level. Some inservice training is provided for teachers. The primary skill required is a willingness to meet each student as a friend.

MAJOR CATEGORY

Adult Advisor

SERVICES AVAILABLE

Materials are available at no charge. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Counseling
Personalized Learning
Special Needs of Students
Decision Making

FINANCIAL REQUIREMENTS

No special funding is required.

TARGET AUDIENCE

Students in grades 9 through 12

PROGRAM EVALUATION

Subjective evaluation results are very favorable. Staff and student surveys are favorable. A follow-up study is planned.

MATERIALS USED

"Advisement" packet (program planning booklets) obtained from the Ferguson-Florrissant School District, 705 Waterford Drive, Florrissant, MO 63033 (cost: $8); Decisions and Outcomes (student materials and leader's guides) College Board Publication Orders, Box 2815, Princeton, NJ 08540

CONTACT PERSON

Dick Carroll, Principal
Foothill High School
4375 Foothill Road
Pleasanton, CA 94566
(415) 462-1615

PROGRAM TITLE: Teacher Inservice Training

School: Nova High
District: Shasta Union High
County: Shasta

DESCRIPTION

Volunteer teachers take a 36-hour course over a two-week period, the purpose of which is to improve their abilities to handle students with problems. Emphasis is placed on listening skills.

MAJOR CATEGORY

Staff Development

SERVICES AVAILABLE

Limited materials are available on request. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Personal Development Skills
Counseling
Special Needs of Students
Adult Advisor

FINANCIAL REQUIREMENTS

The cost is approximately $200 per teacher.

TARGET AUDIENCE

Volunteer teachers

PROGRAM EVALUATION

Pretest to post-test results show considerable gains on the part of teachers.

MATERIALS USED

Locally-produced materials

CONTACT PERSON

Don Demsher, Principal
Nova High School
2200 Eureka Way
Redding, CA 96001
(916) 246-1700

PROGRAM TITLE: Team Approach to a Year-Round Curriculum

School: Hidden Valley Middle
District: Escondido Union Elementary
County: San Diego

DESCRIPTION

The program at this school provides students with an interdisciplinary approach to basics, using a year-round 45-15 schedule. Classes are taught in a team, with the four basics, math, English, science, and social studies, taught in one "quad." The schedule emphasizes openness and flexibility.

MAJOR CATEGORY

Integrated/Interdisciplinary Education

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Academic Program
Basic Skills
Counseling
Options in Learning

FINANCIAL REQUIREMENTS

Not applicable

TARGET AUDIENCE

Students in grades 6 through 8

PROGRAM EVALUATION

Pretests and post-tests have shown an average growth of 1.8 years per academic year.

MATERIALS USED

The usual materials

CONTACT PERSON

John Stubbs, Principal
Hidden Valley Middle School
2700 Reed Road
Escondido, CA 92027
(714) 745-2621

PROGRAM TITLE: Theory into Practice

District: Monterey Peninsula Unified
County: Monterey

DESCRIPTION

This school district has an extensive and thoroughly developed teacher inservice training program which makes use of booklets prepared at the district level and commercially-developed materials. The instruction is based on the work of Madeline Hunter, Principal of the University Elementary School at UCLA.

MAJOR CATEGORY

Staff Development

SERVICES AVAILABLE

Limited district materials are available as samples. Commercial materials are available through Dr. Hunter at UCLA.

SUPPORTING CATEGORIES

None

FINANCIAL REQUIREMENTS

Costs are in release time

TARGET AUDIENCE

Teachers, aides, parents, and student teachers

PROGRAM EVALUATION

The program has been more effective at the elementary than at the secondary level. Evaluation is based on commercial materials.

MATERIALS USED

Locally-prepared booklets

CONTACT PERSON

Robert DeWeese
Director, Program Planning
Monterey Peninsula Unified
School District
P.O. Box 1031
Monterey, CA 93940
(408) 649-7011

PROGRAM TITLE: TIS (Taft Interdisciplinary School)

School: Taft Junior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

Taft Interdisciplinary School is one of three "schools-within-a-school" at Taft Junior High; and it is composed of teachers and students who want a more open-ended, student- and process-oriented program. Students choose to participate in one of the three schools and can transfer at any time. Teachers in TIS emphasize student self-direction, values clarification, and personalized learning. Students are encouraged to define their own education goals and share with teachers the task of choosing a variety of learning experiences which will further those goals. TIS attracts a wide variety of students and mixes the three grades.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Limited materials are available. A videotape may be borrowed. Visitors are welcome by appointment. Training can be arranged, and staff can attend conferences, provided students are welcome also.

SUPPORTING CATEGORIES

Personalized Learning
Positive Climate for Learning
Alternative Education
Special Needs of Students

FINANCIAL REQUIREMENTS

No special funding is required. Start-up costs are minimal for materials.

TARGET AUDIENCE

Students in grades 7 through 9

PROGRAM EVALUATION

Informal assessments; surveys of parents, students, and teachers; regular cross-checks and revision of program

MATERIALS USED

Teacher-prepared materials; heavy use of community resources, field trips, simulations, independent research, peer teaching

CONTACT PERSON

Edward Anderson, Principal
Taft Junior High School
9191 Gramercy Drive
San Diego, CA 92123
(714) 278-8181

PROGRAM TITLE: Total School Program

School: Yosemite Union High
District: Yosemite Union High
County: Madera

DESCRIPTION

Yosemite High School is a new school, planned from the ground up to create a total environment where students and teachers can pursue academic, physical, personal, and social skills. Students meet for 30 minutes every morning with one teacher who answers questions, counsels them, takes roll, and builds a personal relationship. The school has much open space, which contributes to the flexibility needed to meet the needs of individuals and which produces a calming effect. Most of the instruction is personalized.

MAJOR CATEGORY

Positive Climate for Learning

SUPPORTING CATEGORIES

Personalized Instruction
Integrated/Interdisciplinary Learning
Options for Learning
Adult Advisor

TARGET AUDIENCE

Students in grades 9 through 12

MATERIALS USED

A wide variety of print and nonprint materials

SERVICES AVAILABLE

Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Primarily district funding; small amounts of Title I and Title IV-B funds; basic aid district

PROGRAM EVALUATION

-Staff, student, community involvement
-In developmental stage
-Review of curriculum, scheduling, campus procedures in summer
-Recommendations for program
-Department of Education evaluation
-Standardized tests

CONTACT PERSON

Kenneth Savage, Principal
Yosemite Union High School
P.O. Box 499
Oakhurst, CA 93644
(209) 683-4667

PROGRAM TITLE: Trimester School Year

School: Los Alisos Intermediate
District: Saddleback Valley Unified
County: Orange

DESCRIPTION

The Trimester School Year in operation at Los Alisos Intermediate School divides the school year into three 12-week units and has a number of advantages. It increases the number of elective opportunities for students, has increased the number of students who use special facility classrooms, and has reduced the number of grading periods from four to three. The 12-week period is more effective for introductory elective classes than a regular semester. It allows a program with somewhat longer periods within the regular school day.

MAJOR CATEGORY

Trimester System

SUPPORTING CATEGORIES

Options in Learning
Academic Program
Special Needs of Students
Positive Climate for Learning

TARGET AUDIENCE

Students in grades 7 and 8

MATERIALS USED

Computer scheduling

SERVICES AVAILABLE

Descriptive materials are available on request.

FINANCIAL REQUIREMENTS

Approximately $1 per student in additional computer costs over traditional computer programming

PROGRAM EVALUATION

Another school in the district is acting as a control group. Standardized academic testing is in progress, and the data will be available in June. A parent survey indicates 90 percent support.

CONTACT PERSON

Robert McQueen, Principal
Los Alisos Intermediate School
25171 Moor Avenue
Mission Viejo, CA 92675
(714) 830-9700

PROGRAM TITLE: Trimester Student Selection Scheduling

School: Chico Junior High
District: Chico Unified
County: Butte

DESCRIPTION

Chico Junior High School operates on a trimester system in which students select their own courses within the framework of specific requirements. All teachers teach courses they personally developed, and each advises 25 to 30 students during the programming process. Student progress is based on competencies in all classes, and the daily schedule rotates to provide a variety of time frameworks for study.

MAJOR CATEGORY

Student Self-Scheduling

SUPPORTING CATEGORIES

Competency-Based Instruction
Options for Learning
Positive Climate for Learning
Academic Program

TARGET AUDIENCE

Students in grades 7 through 9

MATERIALS USED

The usual materials and teacher-developed study guides

SERVICES AVAILABLE

Material is available free of charge. Visitors are welcome by appointment.

FINANCIAL REQUIREMENTS

Since the program involves a total school approach to instruction and student selection of courses, no special funding is needed.

PROGRAM EVALUATION

-Standardized tests are used.
-Exiting 9th graders--Stanford Achievement Test scores are above state and national norms.
-PTA, parent advisory group, and participation in back-to-school night all indicate approval.

CONTACT PERSON

Mel Jones, Principal
Chico Junior High School
280 Memorial Way
Chico, CA 95926
(916) 343-4471, Ext. 375

PROGRAM TITLE: Tutorial Law Program

School: Mira Costa High
District: South Bay Union High
County: Los Angeles

DESCRIPTION

The purpose of this program is to expose senior high school students in grades five through eight to the basic principles of law and to instill in them the responsibility to know and obey the law. During the first quarter seniors receive instruction in the 1st, 4th, 5th, and 6th amendments; torts; basic contracts; court systems; and police procedures. During the second quarter the senior students tutor, in small groups, elementary and junior high students, covering the same material they studied the previous quarter. These tutoring sessions last eight days for about 35-40 minutes each day. This course is offered each semester, and six or seven elementary schools are involved in the tutoring sessions.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Materials are available at cost.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Living Skills
Academic Program
Use of Community Resources
Cross-Age Grouping

FINANCIAL REQUIREMENTS

No excess costs

TARGET AUDIENCE

High school students and students in grades 5 through 8

PROGRAM EVALUATION

Written evaluations (open-ended critiques) by high school, elementary school, and junior high school students as well as teachers

MATERIALS USED

Syllabus, course description, and brochures

CONTACT PERSON

Joan Risse, Assistant Principal
Mira Costa High
701 South Peck Avenue
Manhattan Beach, CA 90266
(213) 379-5421

PROGRAM TITLE: Typing for Deaf and Hard of Hearing

School: Del Campo High
District: San Juan Unified
County: Sacramento

DESCRIPTION

Deaf and hard of hearing students are taught typing as a means of communication by a teacher fluent in sign language. The format is similar to that of a regular class in typing.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Personal Development Skills
Options in Learning
Living Skills
Career and Occupational Education

FINANCIAL REQUIREMENTS

Aide provided from funds to serve the handicapped

TARGET AUDIENCE

Deaf and hard of hearing students in grades 10 through 12

PROGRAM EVALUATION

Evaluation is the same as in other typing classes. Several graduates have been placed in positions where they use their skills.

MATERIALS USED

Typewriters and instructional booklets

CONTACT PERSON

Lynda Gantenbein, Chairperson
Business
Del Campo High School
4925 Dewey Drive
Fair Oaks, CA 95628
(916) 484-2377

PROGRAM TITLE: Ungraded, Multilevel Mathematics Program

School: Los Alisos Intermediate
District: Saddleback Valley Unified
County: Orange

DESCRIPTION

This is a mathematics program consisting of seven levels. Students are classified on the basis of their abilities into one of the seven levels, which in turn determines the curriculum the student will follow. When a student meets the performance standards required for that level, he or she moves on to the next class. Lower levels have a smaller class size.

MAJOR CATEGORY

Competency-Based Instruction

SERVICES AVAILABLE

Descriptive materials are available.
Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Basic Skills
Academic Program
Special Needs of Students
Learning Disabilities

FINANCIAL REQUIREMENTS

Start-up costs for variable text adoptions were approximately $5 per student.

TARGET AUDIENCE

Students in grades 7 and 8; cross-grade grouping

PROGRAM EVALUATION

Teachers have developed mastery tests. Overall math scores have increased substantially.

MATERIALS USED

Separate materials are used at each level. Filmstrips and other high-interest materials are used.

CONTACT PERSON

Robert McQueen, Principal
Los Alisos Intermediate School
26171 Moor Avenue
Mission Viejo, CA 92675
(714) 830-9700

PROGRAM TITLE: Variable Block

School: Poway High
District: Poway Unified
County: San Diego

DESCRIPTION

Poway High offers a block schedule with double periods on alternate days through which is implemented an educational philosophy developed during 12 previous years on modular scheduling. The double blocks of 95 minutes are used to achieve a flexible structure which allows an instructional mode to fit the learning task. Small- and large-group instruction, long laboratory periods, and individual and group-directed study are all used. An exemplary ESEA, Title II, Phase II, instructional media program augments classroom instruction. A library, listening/viewing center, and five academic resource centers seat 550 students. A broad curriculum includes over 200 courses offered each semester, with advanced placement classes in all academic areas and mandatory placement in one of four levels of the reading/writing program where needed. All students are required to pass a math proficiency test or complete a course in Consumer Math before a diploma can be issued. Students may opt to take seven classes. Paraprofessionals are used throughout the school to support the classroom teacher, mostly in resource areas. An outstanding academic program is supplemented by a full vocational and career education program.

MAJOR CATEGORY

Positive Climate for Learning

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Special Needs of Students
Personalized Learning
Options in Learning
Academic Program

FINANCIAL REQUIREMENTS

No additional funding

TARGET AUDIENCE

Students in grades 9 through 12

PROGRAM EVALUATION

Instruments are being developed.

MATERIALS USED

A wide variety of materials

CONTACT PERSON

Donald W. Oakes, Principal
Poway High School
15500 Espola Road
Poway, CA 92064
(714) 748-0245

PROGRAM TITLE: Weather Vane

School: El Dorado Intermediate
District: Mt. Diablo Unified
County: Contra Costa

DESCRIPTION

Weather Vane is a school-within-a-school, offering an enriched program for students of all ability levels. Heavy use is made of guest speakers and field trips, and the program emphasizes student responsibility and self-discipline. Good communication between school and home is maintained. This program has been in operation for six years.

MAJOR CATEGORY

Options in Learning

SERVICES AVAILABLE

Limited materials are available at cost. Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Alternative Education
Positive Climate for Learning
Use of Community Resources
Special Needs of Students

FINANCIAL REQUIREMENTS

No extra funding is required. Parents provide transportation for field trips.

TARGET AUDIENCE

One-third of the students in grades 7 and 8

PROGRAM EVALUATION

Parent and student questionnaires are used. Pretesting and post-testing with standardized tests was initiated in 1977. Student enthusiasm continues to be high, and much feedback is received from students.

MATERIALS USED

Varied

CONTACT PERSON

Henry Jones, Principal
El Dorado Intermediate School
1750 West Street
Concord, CA 94521
(415) 682-5700

PROGRAM TITLE: Work Experience

District: Modesto City High
County: Stanislaus

DESCRIPTION

The basic philosophy of the Work Experience program is that students should have an opportunity to attend school part-time and to work the remainder of the day.

This opportunity is available to all students enrolled in the Modesto high schools, regardless of their academic potential.

A major objective is to aid the students in career exploration and provide an opportunity to study vocational alternatives through first-hand experiences in an occupation.

All enrollees are required to participate in related instruction activities. Such activities are conducted from career centers, one of which is located in each high school. Each school has two classified persons assigned to the career center on a full-time basis.

The program is administered by a district work experience education supervisor, with coordinator-teacher personnel assigned at each school. One coordinator is assigned districtwide responsibility to coordinate all aspects of an exploratory program. Programs for continuation school youth are coordinated by continuation school personnel.

Special emphasis is given to disadvantaged and handicapped youth. CETA youth employment program coordinators use the school career centers to identify and counsel students and to conduct placement activities for economically disadvantaged youth. School coordinators work closely with teachers of handicapped youth to ensure that job development and placement are viable components of the county master plan for special education.

Career centers are well-stocked with hardware and up-to-date career guidance materials. These centers are used by at least 80 percent of all high school youth, including those enrolled in work experience education. The centers are also utilized as a classroom laboratory by youth enrolled in Career Decision Making, a required class taught at the sophomore level.

MAJOR CATEGORY

Career and Occupational Development

SUPPORTING CATEGORIES

Personal Development Skills; Counseling; Values Clarification; Decision Making

TARGET AUDIENCE

Students in grades 9 through 12; elementary and junior high school students in the tutoring program

MATERIALS USED

A comprehensive assortment of teacher-developed and commercial materials

SERVICES AVAILABLE

Visitors are welcome by appointment. Consultation services are available.

FINANCIAL REQUIREMENTS

VEA, ROP, and district funds; $300,000 for four high schools

PROGRAM EVALUATION

Follow-up surveys of graduates, assorted testing, and surveys of parents

CONTACT PERSON

Norvin Spence, Supervisor
Work Experience Education
Modesto City High School District
426 Locust Street
Modesto, CA 95351
(209) 523-1851

PROGRAM TITLE: WRITE (Writing Requires Individualized Teaching of English)

School: Henry Senior High
District: San Diego City Unified
County: San Diego

DESCRIPTION

Project WRITE includes a series of teacher workshops which help teachers develop their own skills in teaching writing; and it has resulted in the conversion of several English classrooms into writing laboratories, where students have ample space and equipment for writing. The goal is to move each student closer to competency in oral and written communication through individualized teaching.

MAJOR CATEGORY

Special Needs of Students

SERVICES AVAILABLE

Visitors are welcome by appointment.

SUPPORTING CATEGORIES

Staff Development
Academic Program
Competency-Based Instruction
Personalized Learning

FINANCIAL REQUIREMENTS

Approximately $20,000 in district funds

TARGET AUDIENCE

Teachers and students in grades 9 through 12

PROGRAM EVALUATION

California State Writing Sample, pretest and post-test

MATERIALS USED

Typewriters, ditto machine, cassettes and players, and listening posts in a lab setting

CONTACT PERSON

Bob Litchfield, English Teacher
Henry Senior High School
6702 Wandermere Drive
San Diego, CA 92120
(714) 286-7700

MAJOR CATEGORIES INDEX

Adult Advisor 4, 63, 108, 119, 125, 126, 127, 169, 182, 183

Alternative Education 180

Articulation 13, 146, 153

Career and Occupational Awareness 73

Career and Occupational Development 2, 5, 14, 16, 23, 25, 27, 28, 30, 31, 34, 37, 105, 114, 129, 156, 161, 162, 173, 174, 196

Community Involvement 42, 43, 120

Competency-Based Instruction 17, 18, 35, 45, 46, 47, 48, 49, 50, 52, 53, 54, 86, 94, 96, 147, 193

Counseling 64

Decision Making 67

Diagnostic Prescriptive Education 68

Differentiated Staffing 124

Integrated/Interdisciplinary Education 60, 128, 185

Options in Learning 3, 7, 10, 11, 57, 70, 103, 104, 108, 112, 117, 155, 157, 158, 159, 160, 175, 187, 191, 195

Parent Education 121

Personal Development Skills 41, 59, 141

Personalized Learning 6, 8, 9, 12, 15, 21, 22, 32, 33, 36, 38, 39, 40, 51, 55, 58, 61, 65, 69, 72, 79, 84, 87, 88, 89, 92, 93, 95, 98, 99, 100, 101, 102, 106, 107, 108, 111, 113, 116, 118, 123, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 145, 148, 150, 151, 152, 154, 163, 164, 170, 171, 178, 179

Positive Climate for Learning 76, 80, 90, 97, 108, 109, 142, 143, 144, 149, 172, 177, 188, 194

Special Needs of Students 1, 19, 20, 24, 29, 56, 66, 74, 77, 81, 82, 91, 110, 115, 122, 165, 176, 192, 197

Staff Development 75, 78, 85, 166, 167, 168, 184, 186

Student Self-Scheduling 190

Teacher Advisors 181

Trimester System 189

Use of Community Resources 44, 62, 71

Values Clarification 83

Δ77925—300 7-78 3M LDA